THE

INDUSTRIAL-

ORGANIZATIONAL

PSYCHOLOGIST

TIP

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

TiP

Editor:
Michael D. Coovert
Department of Psychology, BEH339
University of South Florida
4202 E. Fowler Avenue
Tampa, FL 33620-8200
Phone: 813/974-0482
FAX: 813/974-4617
e-mail: coovert@luna.cas.usf.edu

Editorial Board:
Thomas Baker   J. Philip Craiger
James C. Sharf   Greg E. Loviscky
Karen May   Allan H. Church

The **Industrial-Organizational Psychologist** is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. It is published quarterly in July, October, January, and April. Circulation is approximately 4700, which includes the membership of the Society; all APA officers, board members, Division presidents, and newsletter editors; graduate students in Industrial Organizational Psychology and Organizational Behavior programs; and individual and institutional subscribers.

Opinions expressed are those of the writers and do not necessarily reflect the official position of the Society for Industrial and Organizational Psychology or the American Psychological Association unless so stated.

Manuscripts and News Items:
Two copies (one copy on disk) of articles or news items should be submitted to the editor. Submissions well in advance of the deadline are appreciated and necessary for unsolicited manuscripts.

Printed By:
Stoyles Graphic Services, Mason City, Iowa 50401.

Deadlines for each issue are:
July Issue—May 15 deadline
October Issue—Aug. 15 deadline
January Issue—Nov. 15 deadline
April Issue—Feb. 15 deadline

Advertising and Positions Available:
Advertisements, ranging from one-half to two pages, and Position Available announcements may be arranged through the **SIOP Administrative Office**. Deadlines for the placement of ads and announcements generally conform to the publication deadlines printed on this page. Details and rate information are shown on the last page of this issue. For further information or ad placement, contact the TIP Business Manager at the SIOP Administrative Office.

Subscriptions and Address Changes:
Subscription to **TIP** is included with membership in the Society, including student affiliates. Subscriptions for non-members are available at $20 per volume year for individuals and $30 for institutions, payable in U.S. currency. All subscriptions begin with the July issue. For further information about Society membership or TIP subscription, contact the SIOP Administrative Office.

Address changes, corrections for all Society members and TIP subscribers, and other business items should be directed to:

See TIP online at URL http://cmit.unomaha.edu/TIP/TIP.html

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Trainees vs. Apprentices

Comments by Tom Ramsay

Situation: One of our client companies decided that 5 years was too long a training period for maintenance electricians. No skilled electricians were available in the local labor market.

Client wishes:
- A 1-2 year training period
- Classroom, on-the-job, & laboratory components
- 6 hours per week on trainee's time
- Bonus for successful completion
- A diagnostic test model
- Tests to be developed in 8 weeks

Strategy:
- Use of knowledge & skills based tests
- Requirement of 1-2 years of related training or job experience
- Job experts picked test items & assisted in cutting score setting
- Use of 6,000-item database

Test Content: Schematics & Print Reading, Motors, Controls, AC/DC Theory, Power Supplies, Electrical Maintenance, Mechanical, Construction & Installation, Hand & Power Tools, Power Distribution, Test Instruments, Computer Basics

Outcome: In an area where virtually no qualified craft employees are available, the employer has been able to select, train, and qualify (with a second hands-on and written assessment) dozens of well-qualified and energetic electricians. The trainees received a bonus for successful completion and the company was able to obtain experienced employees.

Win-win solutions are our model

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A MESSAGE FROM YOUR PRESIDENT

MIKE CAMPION

WHY SIOP IS GOOD FOR BUSINESS

Most of us realize that SIOP membership and, especially, the SIOP Conference is a good way to keep up on developments in the field and keep in touch with our colleagues. And, of course, there are all the other benefits of membership (e.g., educational materials, informational resources, guidelines surveys, publications, environmental scanning, etc.). However, an ofter unrecognized benefit is that SIOP is good for business.

In these days of intense competition and down-sizing, when we are evaluating the value-add of everything we do, it is important to consider the payoff from your professional association. I realize that professional associations often invoke the philanthropic needs of members in order to promote participation, but you should also consider the bottom-line business benefit of such participation. This is where SIOP really excels.

When I speak of business, I am not just referring to those of us in consulting or private organizations, but also to those of us in universities and governmental organizations. Business is defined broadly as the business of being an I/O Psychologist in all of our various forms.

Here are some ways SIOP might be good for your business. You may have thought of some of these, but perhaps not all.

* SIOP Conferences are a great place to generate clients and advertise products in a soft-sell and indirect way. Conversely, they are a great place to find and evaluate a wide range of potential consultants in an informal and inexpensive way.

* The conference is THE place to get research ideas. In fact, have you ever been to a conference and NOT come away with some new ideas for potential research projects, programs, or products?

* It is an ideal place to look for jobs or for candidates. It is the best way to meet the largest number of potential employers or applicants at the cheapest cost. Even if you are not on the market, or if you do not have an opening, it is a way to identify and keep in touch with future prospects.

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* The SIOP conference is the place to get technical advice. Nearly 2000 people attend the conference, and they are all experts (or experts-in-training). What a resource! I often prepare a list of questions or issues that I need advice on before a conference.

* Similarly, the conference is a low-risk place to float new ideas for (or get feedback on) your research projects, programs, products, books, or whatever. It is low-risk because you can get informal feedback without having to invest a lot of time or money.

* The SIOP Conference is a way to escape the tactical, day-to-day operations of your organization and think strategically for a while.

* It is also a good place to acquire new skills. Once you are out of school, it is hard to get time to read, learn new things, and focus on your development. The conference is an intensive and highly efficient way to gain new knowledge.

* The SIOP Conference is the place to validate your ideas and beliefs. It helps you find your roots, so to speak, by spending time with others of similar training. During the rest of the year, many of us work fairly autonomously. Once a year, it is useful to get together with other experts to make sure our ideas are still in sync with the rest of the profession.

* Likewise, the conference provides an opportunity to benchmark. It gives you a chance to see how well your organization's practices and programs, or your personal productivity, match what the competition is doing.

* The SIOP conference is the place to build and maintain a professional network. As in the business world, strategic partnerships may be the way of the future. Over time in a single organization, there is a tendency to become too internally focused. The conference is perhaps the best mechanism to maintain a network outside your organization. Such networks may lead to joint projects, joint products, information exchange, job opportunities, or many other outcomes.

Of course, these benefits accrue to the extent you are more involved in SIOP. Attending the conference is only part of it. You can also submit presentations to the conference, and you can become involved in committee work. SIOP is a remarkable organization in terms of the level of member involvement. Consider these facts. Nearly 2000 people attend the conference each year, which is almost half the membership. There are nearly 600 (mostly multiple-authored) submissions to the conference each year, and over 500 presenters are on the program. There are over 300 people on committees in any given year. Clearly, there are many opportunities for participation in SIOP. (The conference is also quite a bargain with a registration fee of only $70).

In conclusion, I would not view SIOP as a discretionary activity or as a luxury. The conference is not a vacation, it is a working meeting. Submitting a presentation is not just personal development, it is a chance for feedback. Committee work is not philanthropy, it is an investment. In short, SIOP is good for business.

IOTAS

Michael D. Coovert

I believe that one measure of a successful organization is the amount of information made available to its members. Using that metric operationalized by the size (weight!) of **TIP**, **SIOP** is truly a wonderful organization! Several pieces in this issue should be of special interest to each of you.

- Please see the description of **The SIOP Foundation** provided by **Elaine Pulakos**. This is an opportunity for each member to help the society, its members, and goals.

- **Bill Howell** has been successful at reducing the APA membership dues if you are a member of certain other professional groups. **Kevin Murphy** provides an editorial statement for JAP as well as the descriptions of the new society fellows, and **Angelo DeNisi** announces the results of the annual SIOP Awards.

- **Roger Millsap** has taken over as editor of <u>Multivariate Behavioral Research</u> and has provided us information for the journal under his leadership. See the announcements section of **TIP** for this.

- The impact ratings of select journals are provided by **Bill Starbuck** and **John Mezias.**

- Cyber-I/O issues continue in the articles by **Phil Craiger & Jason Weiss,** and **Karen May.**

- For a little levity, check out honesty testing by **Dan Dalton** and **James Wimbush.**

- ... and many other pieces sure to challenge and enlighten your days.

People on the move or in the news. **Kathy McNelis** has been named Director of Organizational Staffing & Development for Florida Power Corporation. **Janet Turnage** has left academics and is now the Director of Quality Assurance for Star Mountain, Inc. **Rick Park** is now a manager in Executive Development for Georgia-Pacific in Atlanta (see Rick for tickets to the Olympics!). **Katherine Holt** tells me that three individuals have recently left the US to join her in Japan for PDI, they are **Toshie Miura, Kyoko Seki,** and **Takao Suzuki.** Finally, **TIP**'s own **Tom Baker** has moved to Columbia Gas in Columbus Ohio.

Three members of the University of South Florida I/O faculty (**Mike Coovert, Ed Levine, and Paul Spector**) each received a Teaching Incentive Award from the State of Florida. The competitive award recognizes excellence in teaching.

Announcing: The SIOP Foundation

Elaine D. Pulakos
Chair, Long Range Planning Committee

Foundations have become a very attractive way to support certain educational and charitable activities. By accruing funds and spending only the earnings, an organization such as SIOP can sponsor scholarships, provide awards for excellence, stimulate research, and bring creative solutions into the realm of possibility by providing funding. Gifts to a Foundation are fully tax deductible and certain gifts, such as appreciated assets, can provide lifetime earnings to the donor as well as an immediate tax deduction.

Foundations give us a way to honor friends and colleagues with a living memorial. They provide a way to pool our small gifts so that a large work can be funded. They provide a way to fund future work.

SIOP now has a foundation!

After researching several options to provide SIOP members with a means for making tax deductible contributions to SIOP, the SIOP Foundation has been established as a fund of the Dayton Community Foundation. Because the Dayton Community Foundation is a 501.c.3. organization, all contributions made to SIOP via the Dayton Foundation are fully tax deductible. All money contributed to the foundation on behalf of SIOP will be maintained and accounted for separately in SIOP funds.

Two sub-funds have been established within the SIOP fund: (1) a scholarship fund and (2) a general charitable purpose fund. Contributions to the first fund will be used for scholarships only. The second fund will be used for awards and grants that will stimulate both research and practice in our field. Criteria are being developed for special awards, scholarships, and grants that will carry the name of the donor or the honoree.

Contributions to the foundation must be used for benevolent purposes only and cannot be used for general SIOP operating expenses. More information will be forthcoming about how SIOP members and friends of SIOP can use their money to enhance SIOP, gain the benefits of philanthropy, and honor their colleagues with living memorials.

A contribution for any amount can be made to the SIOP foundation. If you would like to donate now and help get the SIOP Foundation up and running, we strongly encourage you to do so. Please indicate whether you wish your gift to go to the scholarship fund or the general purpose fund. Gifts not designated for a specific fund will go to the general purpose fund. All contributions will be acknowledged in writing. In order to be tax deductible, checks should be made payable to the **Dayton Community Foundation/SIOP Fund**. Contributions should be sent to

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APA is asking that each person with a disability who is planning to attend the convention in Toronto in August to contact them (202-336-5500; 6123 TDD) and they will attempt to make the conference more accessible.

As a service to its members, SIOP is offering an introduction to the World Wide Web at the annual conference. I'll be on hand to introduce the topic and TIPs own Web Wizards, **Phil Craiger** and **Jason Weiss**. **John Boudreau** will also be available to discuss related communication strategies, such as HRNET. The same session will be offered four times during the conference, so check the program and check out the WEB! Thanks to **Lois Tetrick and Katherine Klein** for their assistance in setting this up for our members.

Check out **TIP** on the web at the address listed inside the front cover. The home page has been reorganized into a table (thanks Jason and Phil!). Remember, the new **TIP** is available on line approximately ten days after each deadline (or six weeks **BEFORE** you get it in print)!

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Traveling in CyberSpace: Internet Tools and Services

J. Philip Craiger
R. Jason Weiss
University of Nebraska at Omaha

As we noted in previous Traveling in CyberSpace columns, the driving forces behind the Internet and World-Wide Web (WWW) are facilitating communication unhampered by geographical distance and rapid access to information. As a personal example, we've used the World-Wide Web recently to track down the work of a colleague in Poland. Before the Internet was developed, doing so would have cost hundreds of dollars in telephone calls, postage, and lost hours of productivity. We also used the Internet and WWW extensively in creating this column, dramatically decreasing the amount of time needed to gather the pertinent information we will be passing along to you, the reader.

Although the WWW is mainly responsible for the explosion of interest in the Internet, most of its capabilities have been long available. In this column, we will discuss some of the other Internet tools and services that, based on our own experiences, we have found useful, and you might find useful too. We will discuss classic tools and introduce a few newcomers that make Internet communication similar to a chat with your neighbor over the backyard fence.

Because the Internet and WWW are based on the theme of communication, we have divided this discussion into two major sections. The first half is devoted to communicating with people, which we will discuss in this issue. The second half is devoted to communicating solely with computers, particularly discuss various Internet tools and services that can be used to find information, software, and so on, over the Internet which we will discuss in the July issue of TIP.

E-mail

Undoubtedly the most used Internet service is e-mail (short for electronic mail). E-mail allows a user to send an electronic message to anyone else in the world who is also connected to the Internet. E-mail offers numerous advantages over regular post-office mail (often called "snail mail" by Internet users. No offense to the US Postal Service, we're just passing along information!). A primary advantage is speed of communication. A letter sent from Omaha to Tampa via regular mail takes three to five days for delivery, whereas I can send a message via e-mail to Mike Coovert (TIP editor, at the University of South Florida in Tampa) and he will receive it almost instantaneously. Another advantage is that you can simultaneously send a message to any number of people. Figure 1 shows the **header** information of

an e-mail message sent to Mike Campion at Purdue University, the primary recipient, and Mike Coovert at the University of South Florida and John Boudreau at Cornell University, secondary recipients. Each received the same message an instant after it was sent (or mailed), and if memory serves, I (JPC) received a reply from each within a few minutes from each of the original recipients!


Figure 1

A second advantage is cost. If you have a direct connection to the Internet you can send an unlimited number of messages at no cost to you. If you are connecting to the Internet via an access provider, you can also send unlimited messages, although a monthly fee still applies. If you are connecting via a content provider it becomes tricky. Some providers allow unlimited messages to be sent and received. Others charge for messages sent only, some charge for messages received only, and some charge for both over and above your monthly access fee. Unlike regular mail services, the size of the message doesn't affect the cost, so a one-line "hi" would cost the same as a message containing 500 pages of text. (See the last issue of TIP for an explanation of direct connections vs. Internet content and Internet access providers).

We have found e-mail to also be a powerful method for organizing and filing communications. For example, most, if not all, e-mail software programs have an inbox for incoming mail, and an outbox for mail that you have sent. Each time you send or receive mail the respective box is updated and saved. Figure 2 shows a tiny portion of my outbox. Each line is a separate e-mail message I've sent, including information on the name of the recipient, the time and date the message was sent, a brief description of the subject of the message, and the actual message (not shown in the figure, but which can be seen by clicking on one of the e-mail messages).

E-mail does have its disadvantages. A major disadvantage is that you can only send messages to people who have access to the Internet and an e-mail account. Also, similar to regular mail, you can receive unwanted junk mail. Because e-mail messages can be sent easily and cheaply, junk e-mail will undoubtedly continue to proliferate in the future.
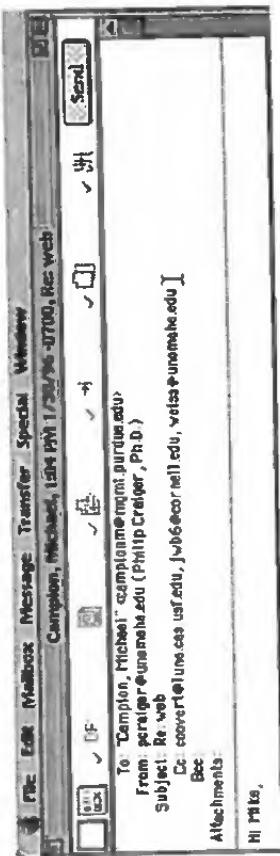
Figure 2

E-mail Software

There are dozens of commercial and shareware e-mail software packages for various computer platforms (PC, Apple, or a UNIX workstation) and operating systems (variants of *Windows*, *System 7.5*, *OS/2*, UNIX, etc.). There are also e-mail freeware (free software) available. Qualcomm's *Eudora Light*, my (JPC) personal favorite, is a "reduced functionality" version of their *Eudora Pro*. There are versions for *Windows and Apple's System 7.5*. Elm is an e-mail software package that was originally developed for UNIX workstations and which has been ported to the *OS/2* operating system and the Window's operating environment. Pine is another freeware e-mail software package originally developed for UNIX and which has now been ported to the DOS operating system and Windows™ operating environment.

Usenet News

Perhaps our favorite Internet service is Usenet newsgroups. Usenet consists of a collection of thousands of electronic newsgroups. A newsgroup is a collection of messages that are defined by a common theme. Figure 3 shows a very small subset of newsgroups involving computer language themes. The "comp.lang" prefix indicates that these newsgroups involve discussions of computer languages. Figure 4 shows "posts" (i.e., newsgroup messages) in the comp.lang.lisp.mcl newsgroup (for *Macintosh Common Lisp*™). Selecting one of the posts (via mouse or keyboard) reveals the content of the message, which can then be read, replied to, deleted, or saved for future reference.

Prefixes of some of the popular newsgroups include "alt" for newsgroups involving "alternative" themes (for instance alt.elvis.king for Elvis Presley fans) and "rec" for topics involving "recreation" themes (for instance,

A great advantage of the Usenet is you can be as proactive as you want; you can read what has been "posted" in a newsgroup, or you yourself can post a message. We've found that newsgroups provide nearly instant access to information and sources of information. For example, when something goes awry with our software or hardware, an easy and quick method of dealing with a problem is to post an article requesting help to a relevant newsgroup. Invariably, someone who does have an answer to the problem posts a "follow-up" article which helps us rectify the problem. It's like having thousands of experts at your fingertips.

FAQs: Frequently Asked Questions

Many, if not most, newsgroups have developed compilations of information associated with the newsgroup topic. FAQs, short for frequently asked questions, are generally an excellent source of information about the topic of the newsgroup, and are usually quite extensive. Many FAQs are written by experts in the topic, so the information (at least what we've found) is accurate. Most FAQs contain guidelines on the what should be posted to the newsgroup, therefore it is a good idea to read a FAQ for a newsgroup before posting for two reasons. First, posting inappropriate material can lead to a flame (an e-mail message or post to a newsgroup in which someone questions someone's thoughts, beliefs, and even intelligence. An electronic insult!). Second, FAQs contain just that, frequently asked questions about a topic. If you post a question to a newsgroup, and the answer is already in the FAQ for that newsgroup, you are likely to be flamed. Most newsgroups post FAQs on a regular basis so they are easily accessed. You can also use ftp (which we will discuss in our next column) to download the FAQ from MIT at the following address:

rtfm.mit.edu/pub/usenet-by-group

Usenet Software Packages

Although not as widely available as e-mail software packages, software packages that allow you to access newsgroups, called a **newsreader,** are readily available. For example, if the host computer which you are using to connecting to the Internet runs the UNIX operating system, you are likely to have at your disposal at least one if not two freeware newsreaders, including *rn* (short for read news) and *tin* (we have no idea if this is an acronym, and if so, what it stands for). Each of these newsreaders allows you to "subscribe" to newsgroups of interest. Subscribing to a few newsgroups of interest obviates the need for wading through the 5000 or so newsgroups every time you want to read something. There are a number of free and shareware newsreaders for other operating systems. Contact your system administrator to find out what is available for your computer's operating system.

Figure 3

rec.pets.cats for cat fans). Newsgroup themes range from the banal (e.g., alt.politics) to the bizarre (e.g., alt.fan.tonya-harding.whack.whack.whack), so no matter what your interest, you are likely to find it on the Usenet.


Figure 4
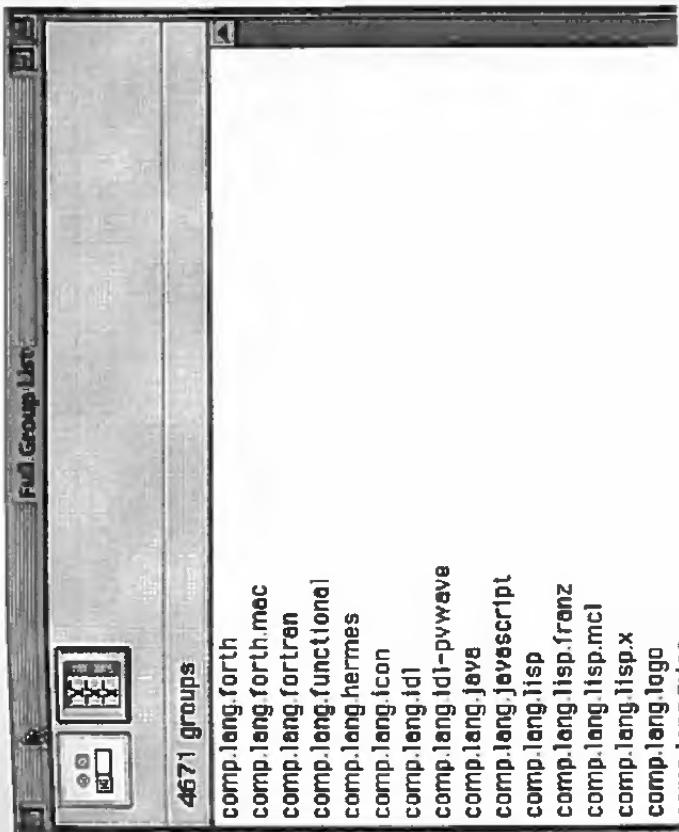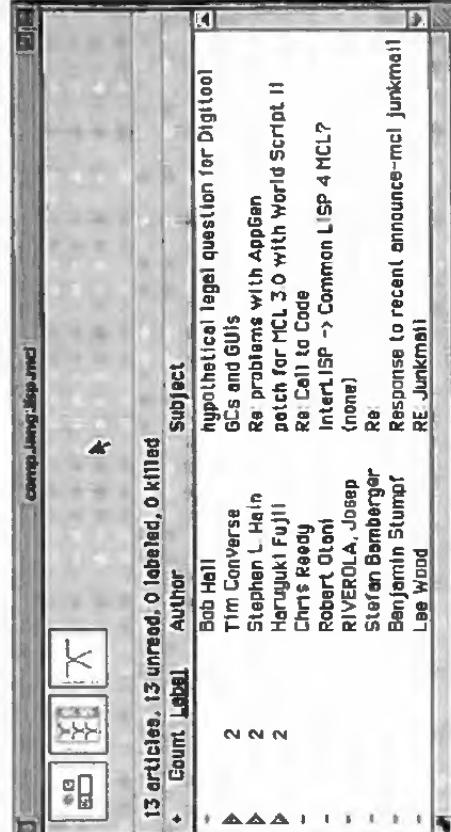
Note that the system administrator of the network you are using may limit the number and types of newsgroup available at your location. So if you know a newsgroup exists, and it doesn't show up in the full list of newsgroups at your site, contact your system administrator.

Internet Relay Chat, Internet Voice Chat

People have long sought ways to communicate quickly across great distances. Air mail, the long distance telephone, fax machines--all have helped people to work together despite geographical separation. Electronic mail and the Usenet are great ways to communicate with one or many people, but are hampered by the time lag between when you send a message and when it gets picked up by the other person. A simple conversation conducted via e-mail could take days. For quicker interpersonal communication, the Internet has evolved Internet Relay Chat (IRC) and Internet Voice Chat (IVC). Internet Relay Chat is similar to the chat rooms in CompuServe, Prodigy, and America Online. There is a choice of channels to join, each named after its topic of discussion. Many of the channels are quite frivolous, but some are of scholarly interest, and others are topical. This was handy during last year's referendum in Québec, when one of the present authors (RJW, born in Montréal) followed the results on the #Referendum channel. If you don't see a channel that piques your interest, you can create your own and invite others to join you. People communicate by typing in messages for all people in the channel to see. You can also send private comments to individuals. In this manner, it's just like a meeting in a conference room, in which you can talk out loud to the group or whisper to your neighbor. The difference is, your neighbor might be in Singapore!

Windows users wanting to try IRC should give *WS IRC* a look. Like Eudora, it comes in both freeware and commercial/shareware versions. Apple Macintosh users tend to work with *Homer* and *ircle*. For OS/2, there are several inexpensive shareware packages, *IRC/2*, and *GammaTech IRC*, as well as a freeware port of UNIX IRC.

Internet Voice Chat is a very recent development, since it has become broadly accessible only within the past year. The basic idea is that, with a sound card, an Internet connection, and special software, you can conduct person-to-person conversations over the 'net! The especially exciting thing is that most of the software is free. (On the other hand, the average computer still costs upward of USD$2000.) Wouldn't it be great to discuss a joint research project with a colleague in France? Five minutes worth of discussion could be more productive than a week's worth of E-mail.

We have recently tried IVC and found it to be all but identical to a normal telephone call, although, interestingly, the sound quality was better. As you talk into the microphone attached to your sound card, your computer compresses your speech into binary files which are sent off to your

conversation partner's computer. When they reach their destination, the files are decompressed and played through the sound card. With the speed of the Internet, there is very little delay as the files are transmitted. Most exciting of all, the charge for your "call" is simply what you pay for access to the Internet. If your 'net access is free, so is your call!

IRC and IVC Software

Since the technology is so new, IVC programs are far from perfect. Some, like CU-SeeMe, transmit both voice and image (if you have a camera attached to your computer), but both are grainy. Others use proprietary transmission protocols, meaning that both parties must use the same software. Windows users should check out *CU-SeeMe, Internet Phone,* and *Speak Freely. CU-SeeMe* is available for Macintosh, and Mac users can also use *Maven* and *NetPhone.* OS/2 users can try *VoiceChat/2,* and *InterCom for OS/2.*

Conclusion

This ends our overview of Internet services involving communicating with people. It is impossible to do justice to the myriad of Internet services and tools in a few short pages. We do hope we have provided you, the reader, with enough information so that you can make an informed decision as to whether any of the Internet services or tools would make you more productive, or happy! There are numerous other services that are available; however, space constraints limit us to providing descriptions of the Internet services we feel will be most beneficial. In the next issue of TIP we will discuss Internet services and tools that allow users to communicate with other (remote) computers as a means of gathering information. In the mean time, happy surfing.

Who's Doing What:
Patterns in The Practice of I/O Psychology

Walter C. Borman
University of South Florida and
Personnel Decisions Research Institutes, Inc.

Gena L. Cox
University of South Florida

This article presents results of a practice survey that asked members of the Society for Industrial and Organizational Psychology (SIOP) to describe features of their I/O practice.[1] The purpose of the article is to provide a snapshot of the different kinds of practice SIOP members are presently engaged in, as well as to describe similarities and differences in the practice patterns of different practitioner and academic groups.

Survey Sample

During the summer and fall of 1994, we prepared a survey instrument focused on getting SIOP members to describe their I/O practice and consulting work. We mailed the survey to about 2,000 SIOP members for whom we could obtain mailing labels. Six hundred forty-seven returned usable surveys for a return rate of 32%.

Table 1 depicts the sample in terms of their primary position and percentage of the total sample for each group. Importantly, Table 2 shows a comparison of some of our sample's demographics against SIOP population estimates from various sources such as Ann Howard's 1990 SIOP survey, APA's 1993 survey, and others. As can be seen, all are within population bounds or very close to them. This is important because later we will try to make some inferences about practice relative to all SIOP members.

Table 1
SIOP Member Sample: Primary Position

Position Category	Number of Respondents	Percent of Total Sample
Corporate Consultant	114	(17.6%)
Consulting Firm	127	(19.6%)
Self-employed	68	(10.5%)
Govt. - Military	12	(1.9%)
Govt. - Non-military	34	(5.3%)
Test Publisher	10	(1.5%)
Research Firm	30	(4.6%)
Other Non-academic	9	(1.4%)
Academic-Psychology	122	(18.9%)
Academic-Business	100	(15.5%)
Other Academic	21	(3.2%)

[1]Most of the data reported here were also presented as part of Borman's presidential address to SIOP, May, 1995.

Relative Time Spent Results

First, we took a crude look at the most and least active practice areas by identifying both the percentage of respondents who spend *any* time (i.e., a non-zero response) in the area *and* the percent that spend a lot of time (i.e., a 3, 4, or 5 response) in the practice area. Tables 4 and 5 present these results. Organizational Development, Personnel Selection, Attitude Surveys, and Performance Appraisal are the *most* active areas, looked at this way. For example, for *each* of these areas, only 37-42% do *no* work. The *least* active areas are Consumer Consulting, Human Factors, Labor Relations, and Outplacement work. As an example, only 8% of us do any Consumer Consulting, and very low percentages of us do a lot of work in any of these practice areas.

Table 4
The Most Active Practice Areas

Practice Area	Percent With Any Activity	Percent With a Lot of Activity
Organizational Development	63	36
Personnel Selection	58	37
Attitude Surveys	61	29
Performance Appraisal	62	27

Table 5
The Least Active Practice Areas

Practice Area	Percent With Any Activity	Percent With a Lot of Activity
Consumer Consulting	8	2
Human Factors	14	4
Labor Relations	15	4
Outplacement	20	5

For the next set of results, we need to say a word about methodology. We converted the time spent responses to percentages that added to 100 for each survey respondent. So, the first set of analyses gets at *patterns* of time spent for individuals and groups. It treats everyone the same, in that an academic with 10% time spent on practice gets analyzed the same way as a corporate consultant with 100% time spent on practice. A second set of analyses to be discussed in the next section, takes into account the actual percent time spent on practice work by individuals (e.g., the 10% time academic just mentioned); this second set gets more at the question of, for each practice area, who's doing the work and how much of it are they doing?

To ease interpretation and presentation of the results, we intercorrelated the time spent responses to the 27 practice areas and then factor analyzed that correlation matrix (using the principal factor method with varimax rotation). The 5-factor solution provided the most interpretable and useful solution. A summary of that 5-dimension system is shown in Table 6. We then formed unit-weighted composites of time spent for each individual in the sample on each of the five factors.

Table 2
Comparisons: Present Sample and SIOP Population Estimates

	Percentages	
	Survey Sample	Population
Academic	37.6	35-38
Business/Industry	17.6	16-19
Government	7.2	5-8
Consultant/Self-employed/Research Firm	34.8	31-34
Licensed	39.7	39-40
Ph.D.	91.7	88-90

Survey Content

As part of the survey, we included 27 practice categories, shown in Table 3. SIOP members were asked to respond to each practice item using a five-point relative time spent scale, from 1 = much less time spent than on other practice activities, to 5 = much more time spent than on other activities. A zero meant no time spent. Also, if respondents did not have a full-time practice position, they were to record the percent of time they spent doing practice work.

Table 3
Practice Categories on Survey

1. Individual Assessment
2. Assessment Centers
3. Personnel Selection (other than 1 or 2 above)
4. Performance Appraisal of Performance Management
5. Organizational Development
6. Job Design/ Re-design
7. Process Consulting/Advising
8. Executive Development
9. Individual Coaching and Feedback
10. Other Training
11. Attitude Surveys
12. Compensation/Benefits
13. Job Analysis
14. Job Evaluation
15. Analysis/Support/Preparation for Litigation
16. Strategic Planning
17. Succession Planning
18. Labor Relations
19. Conflict Management
20. Human Factors
21. Consumer Consulting
22. Outplacement
23. TQM
24. Re-engineering
25. Proposal Writing
26. Preparing/Presenting Results of Consulting at Professional Meetings
27. Writing Results for Publication in Professional Trade Journals

Table 7 presents *patterns* of time spent for academics who consult and for several different practitioner groups.[2] Focusing first on academics compared to the practitioners, *both* groups do a lot of Organizational Development/Change and Performance Evaluation/Selection work, but practitioners spend more time relative to their own practice on Individual Development activities than do academics; academics, as might be expected, spend more time presenting and writing up results of their work. An exception to this is that research firm and government I/O psychologists have about as much emphasis on this category.

Table 6
Summary of the 5-Factor Solution (Factor Label and Highest Loading Variables)

1. Organizational Development and Change

TQM (76)	Strategic Planning (59)
Re-engineering (70)	Job Design (54)
Organizational Development (65)	Attitude Surveys (44)
Process Consulting (61)	

2. Individual Development

Individual Coaching (82)	Succession Planning (70)
Executive Development (78)	Outplacement (41)
Individual Assessment (72)	

3. Performance Evaluation and Selection

Job Analysis (80)	Performance Appraisal (53)
Personnel Selection (80)	Analysis/Support for Litigation (51)
Assessment Centers (56)	

4. Presenting Results

Preparing/Presenting Results of Practice	Writing Up Results for Publication (80)
Consulting at Professional Meetings (81)	

5. Compensation and Labor Relations

Compensation and Benefits (77)	Labor Relations (58)
Job Evaluation (72)	

Table 7
Mean Percent Time Spent on Practice Activities

	Corporate	Consultant	Self-employed	Govt.	Research Firm	All Non Academics	All Academics Who Consult
Org. Development and Change	38	28	32	28	22	31	27
Individual Development	17	27	25	14	4	21	10
Perf. Evaluation and Selection	25	21	19	31	37	24	31
Presenting Results	4	5	4	10	12	6	11
Compensation and Labor Relations	6	3	6	4	3	5	4

[2]The percentages for groups do not add to 100 because five of the categories were not in any of the five composites and time spent in an Other category was not considered for these analyses.

Regarding the different practitioner groups, highlights are first that corporate consultants spend a larger percentage of their time on Organizational Development/Change activities compared to Individual Development. In contrast, consulting firm people spend about equal amounts of time in those two practice areas. Everyone does a fair amount of Organizational Development/Change and Performance Evaluation/Selection work, but relative to other activities, government and research firm psychologists do a lot of Performance Evaluation/Selection work, especially the research firm people. The self-employed group, as we might expect, has a pattern of time spent similar to the consulting firm pattern. Finally, government and research firm I/O psychologists spend more time on Presenting and Writing Up Results relative to their other activities than do any of the other practitioner groups.

Other Time Spent Results

Now to the results that address the question more directly, "Who's doing the work in these various practice areas?" Remember, these analysis results take into account the total percent time spent by individual respondents in practice work *in general*, so the next two tables allow comparisons of time spent within practice category across the groups. Table 8 shows, among other things, evidence of a definite trend we have seen over the past few years: more of the I/O practice in organizations is done by external consultants rather than in-house psychologists. The finding that external consultants do most of the I/O practice is especially evident for the Individual Development category, where about 70% of the work is done by I/O psychologists outside the client organization. For Performance Evaluation and Selection, Compensation and Labor Relations, and Organizational Development and Change, this appears to be primarily a function of there simply being more external consultants than internal consultants. The amount of time spent *per person* is about the same for the two groups for these three categories. For Individual Development, external consultants do more practice *per person*, as well as in absolute terms.

Table 9 provides a further breakdown. For Organizational Development and Change, for example, corporate consultants and consulting firm I/O psychologists are each doing about one-third of the practice, with the other groups doing the remaining work in this area. In Individual Development, consulting firms do almost half of the practice, a little more than that done by corporate consultants and the self-employed practitioners combined.

Table 8
Who's Doing the Work? Percentage of Practice Done by SIOP "Types"

	Org Dev	Ind Dev	Perf Eval & Sel	Comp & LR
Internal Consultants	37	26	35	38
External Consultants	54	69	53	53
Academic	8	5	11	8

Table 9
Who's Doing the Work? Percentage of Practice Done by SIOP Academic and Practitioner Groups

	Org Dev	Ind Dev	Perf Eval & Sel	Comp & LR
Corp. Consultants	30	21	24	29
Consulting Firm	31	46	30	24
Self-employed	17	21	13	24
Government	7	6	11	9
Research Firm	5	1	9	4
Academic	8	5	11	8

Cluster Analysis Results

We must observe that the mean time spent percentage for different SIOP types in Table 7 have quite large standard deviations associated with them. Within the corporate consultant, consulting firm, and other groups, there is considerable variability in the patterns of time spent, and thus the nature of individuals' practice within these groups. In fact, the mean SD for the percentages within practice category and group was more than 13 percentage points.

Therefore, we tried essentially the opposite analytic approach and clustered survey respondents with more than 10% time doing I/O practice according to similarities in their relative time-spent patterns. The rationale for this approach is that there may be several distinctive types of practice out there characterized by particular patterns of time spent but these are not determined by the *a priori* groups such as corporate, consulting firm, etc. Thus, we used the Ward-Hook D² clustering procedure to form relatively homogeneous clusters of individuals irrespective of their *a priori* group.

This approach *worked* in the sense that the mean SD for the percentages within practice category and cluster of individuals was much reduced from what we found for the *a priori* groups. The mean for the 15 cluster solution was about 6 1/2 percentage points.

Twelve of the relatively homogenous 15 clusters appear in Table 10. There are four Organizational Development/Change specialist clusters, two Individual Development specialist clusters, three Performance Evaluation and Selection clusters, a single Compensation/Benefits cluster, and two more generalist clusters. The table also shows which of the *a priori* academic or non-academic groups are substantially over- or under-represented against their overall base rate in the sample. (Admittedly, we used somewhat subjective criteria for defining over- or under-represented.)

The cluster analysis results demonstrate that there are some reasonably homogeneous practice-"types" that don't correspond closely to the *a priori* types focused on earlier. These results also show that there are very few specialists who practice in only one area (e.g., Individual Development). Many respondents spend most of their time in two major practice areas.

Table 10
Clusters of SIOP Members With Similar Practice Patterns

Number in Cluster	Practice Area(s) and Time Spent	Groups Over/Under Represented
	Organizational Development and Change Specialist Clusters	
11	Organizational Development & Change 89%	*Corporate Consultant*
14	Organizational Development & Change 57% Present Results 21%	**Corporate Consultant**
26	Organizational Development & Change 49% Performance Evaluation & Selection 25%	*Corporate Consultant* **Academic**
109	Organizational Development & Change 44% Individual Development 21%	
	Individual Development Specialist Clusters	
7	Individual Development 86%	*Consulting Firm* **Academic**
60	Individual Development 46% Organizational Development & Change 25%	*Consulting Firm* *Self-Employed* **Academic**
	Performance Evaluation & Selection Specialist Clusters	
16	Performance Evaluation & Selection 81%	*Government*
53	Performance Evaluation & Selection 50% Organizational Development & Change 18%	*Research Firm* **Academic**
21	Performance Evaluation & Selection 50% Present Results 21%	*Academic*
	Compensation & Benefits Specialist Cluster	
6	Compensation & Benefits 45% Performance Evaluation & Selection 38%	*Corporate Consultant*
	Generalist Clusters	
18	Organizational Development & Change 24% Individual Development 21% Present Results 19%	
83	Organizational Development & Change 29% Performance Evaluation & Selection 26% Individual Development 13% Present Results 8%	*Government* **Academic**

So, what have we learned from this SIOP survey? Below we summarize the main findings.

1. I/O practice can be characterized as having five major clusters of activities. The five-factor solution, summarizing SIOP members' relative time spent responses, provides a simplified, but quite interpretable way to view I/O practice. Of course, factor analysis results can only be a reflection of the variables included in the analysis. However, in this case, considerable care was put into comprehensively covering the I/O practice domain with activity categories that are reasonably uniform in terms of level of specificity.

Another view of the factor analysis results is that there are three large categories that subsume almost 2/3 of the 27 specific practice activities: Organizational Development and Change; Individual Development; and Performance Evaluation and Selection. Further, these three factors summarize 85-90% of our time spent in I/O practice.

2. A second observation regarding our survey results is that *many* SIOP members employed primarily in an academic setting also engage in practice activities. In our sample, fully 77% of the academic respondents reported some time spent consulting or practice time spent. About 38% of these academics say they spend 1-10% time, 39% report more than 10% time spent on practice activities. It is possible that our sample is somewhat biased in this regard. For example, Howard's (1990) survey found that only 35% of academics do consulting work. But it's also possible that academics responding to the Howard survey failed to report their practice activities unless time spent on them was considerable *or* it may be that I/O academics consult more now compared to five or six years ago. The main point, however, is that many I/O psychologists in academe also do practice work and, in fact, that a fair percentage of practice in some categories gets done by academics. For example, according to our data, fully 11% of all Performance Evaluation and Selection work gets done by academic types (against a base rate of only 37% who are primarily academics).

In his Presidential Address, the first author pointed out that these data argue against a sharp academic-practitioner distinction. Most academics are also practitioners, albeit part-time, and in some practice categories, a substantial percentage of the work gets done by academics.

3. A third observation is that external consultants are doing considerably more practice work than are in-house I/O psychologists. Corporate and government SIOPers, taken together, do just 26-38% of the practice in the four practice-related categories. Not counting academics, external consultants (consulting and research firm employees plus the self-employed group) do 53-54% of the practice work in the Organization Development, Performance/Selection, and Compensation/Labor

Relations categories, and 69% of the Individual Development work. When consulting academics are included in the external consulting side, this discrepancy is even wider (e.g., see Table 8).

The gap in time spent on practice between those working from inside and from outside client organizations largely reflects the fact that there are simply more external consultants practicing I/O psychology today. However, this is not true of Individual Development activities. Against the base rate of internal versus external consultant time spent, external consultants are doing a considerably large percentage of this business. As the downsizing of corporate American and government agencies continues, the proportion of I/O work done by external consultants is likely to increase even further.

4. Finally, within the categories of primary employment settings (e.g., consulting firms, corporate, etc.), the patterns of practice reported were quite variable. Many different patterns of emphasis are evident *within* each group. There do exist relatively homogenous clusters of SIOPers with similar patterns of time spent, but they largely cut across employment setting.

In conclusion, we believe that SIOP surveys such as Ann Howard's and this one should be conducted every few years. It would be especially useful if the practice items and the survey format were kept quite similar so that better comparisons might be made across time. Knowledge about trends in the patterns of practice should help SIOP be more responsive to its membership and may even help guide I/O graduate program curriculum changes.

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1996 SIOP Fellowship Awards

Kevin R. Murphy, Chair

This year, the Fellowship Committee considered thirteen nominations for Fellow status. Based on the recommendations of the committee and the approval of the SIOP Executive Committee, ten candidates were elected as Society Fellows. The new Fellows are listed below, together with a brief description of their contributions to the field and the profession.

Special thanks are offered to Dick Jeanneret, last year's Fellowship Chair. Dick gathered input from the Fellowship Committee and made a presentation to the SIOP Executive Committee for one of the nominees (J. Cleveland), to avoid potential conflicts of interest on the part of the current chair.

The new Society Fellows are:

James A. Breaugh

James Breaugh has made notable contributions to theory, research and practice in the area of recruiting. His 1992 book *Employee Recruitment: Theory and Practice* is widely cited as the benchmark against which other work in this area should be judged. In addition to his contributions in this area, he has made outstanding contributions to the journal review process (as a member of several editorial boards and as Incoming Associate Editor of *Journal of Applied Psychology*) and to professional societies (e.g., as President-Elect of the HR division of Academy of Management and past program chair for SIOP).

Steven H. Brown

Steven Brown was described by several reviewers and members of the Fellowship Committee as the epitome of the scientist-practitioner. Over the last 19 years, he has held numerous positions managing and directing research at LIMRA, and has made notable contributions to research and applications of research on biodata. In addition, he took a leading role in establishing the "Innovations in Research-Based Practice" section of <u>Personnel Psychology</u>. He is recognized for his sustained and successful efforts to integrate science and practice in I/O psychology.

Kurt Kraiger

Kurt Kraiger has made substantial contributions to research and practice in the areas of training, adult learning and program evaluation. His work on the development and assessment of mental models has helped to establish new directions for training research. As the founding Editor of *Training Research Journal* and Editor of *The Industrial-Organizational Psychologist*, he has helped advance both our profession and our science, and has helped enhance the links between basic science and practical application in several areas of I/O Psychology.

Robert F. Morrison

Bob Morrison has conducted and directed research for over twenty years at the Navy Personnel Research and Development Center, and is described by his nominators and peers as a model scientist-practitioner. He has contributed to research and practice in the area of career development, and received the 1982 Cattell Award for Research design. His research and program development work has had a significant impact on the careers of thousands of naval officers, and he has served as sponsor and mentor for numerous visiting scientists at NPRDC.

Raymond Noe

Raymond Noe has made notable contributions to research and theory in the areas of careers, training and mentoring. The recipient of the 1993 Ernest J. McCormick Award for Early Career Contribution, he has quickly emerged as one of the leading scholars in his field. In addition to a prolific research career, he has served with distinction on several editorial boards, and has received the Herbert G. Heneman Jr. Distinguished Teaching Award at the University of Minnesota .

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W. Warner Burke

Warner Burke is one of the leading figures in the field of Organizational Development. Through his research and his extensive work with national Training laboratories, he has helped to shape this field and to train practitioners throughout the world. Through his work as Editor of *Academy of Management Executive* and *Organizational Dynamics* and Associate Editor of *Journal of Applied Behavioral Sciences* he has helped advance the scientific enterprise and to show how this science can be applied to advance organizations.

Jeanette N. Cleveland

Jeanette Cleveland has made substantial contributions in two distinct areas, discrimination in the workplace (age and gender) and performance appraisal, with influential books, chapters and papers in both areas. A theme linking her work in these areas is a systematic exploration of the effects of context variables on the ways people are evaluated in organizations. In addition to her academic contributions, her outstanding service to the editorial review process (as members of the editorial boards of several journals) and to professional societies (as program chair for the HR division of Academy of Management and as chair of several SIOP committees) were recognized in her election to Society Fellow.

Jo-Ida Hansen

Jo-Ida Hansen is one of the leading authorities on the measurement of vocational interests, and has done ground-breaking research on sex differences and sex fairness in the measurement of those interests. As a co-author of the Strong Interest Inventory, she has had an impact on the vocational exploration and choice of an entire generation. In addition to her work in interest measurement, she has served on numerous editorial boards, is helping to revise the *Educational and Psychological Testing Standards*, and has served as President of Div. 17 of APA.

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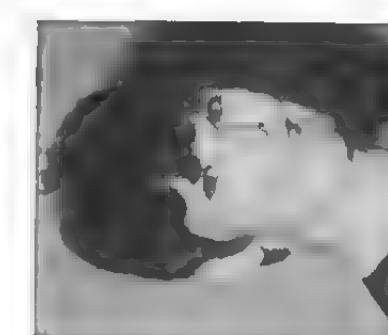
Cheri Ostroff

Cheri Ostroff received both the Ernest J. McCormick Award for Early Career Contribution (1994) and the APA Distinguished Scientific Award for Early Career Contribution (Applied Research/Psychometrics - 1994), and has gone on to become a leading scholar in several areas. Her contributions to understanding cross-level analysis are especially noteworthy, and her application of this research to help understand the relationship between job satisfaction and job performance has been highly influential. She has also contributed to the advancement of research as a member of two editorial boards and as an Associate Editor of *International Journal of Selection and Assessment*.

Lois E. Tetrick

Lois Tetrick is one of the leading figures in research on unions and commitment to both organizations and unions. Her work is characterized by a combination of careful attention to theory and quantitative sophistication that is outstanding, both of which have enhanced the value of her work to both researchers and practitioners. She has made substantial contributions to the field as SIOP program chair (1995-96), as a member of several editorial boards and as Incoming Associate Editor of *Journal of Applied Psychology*; and has contributed substantially to her university as a dedicated and distinguished teacher, and to her students as a mentor and advisor.

SIOP AWARDS COMMITTEE 1996

Angelo DeNisi

The SIOP Awards Committee has completed its major task for 1996. In late January, the SIOP Executive Committee voted on the recommendations of the Awards Committee, and we have an excellent group of Award recipients for this year. As a reminder, all the award winners will be recognized (with plaques and money in most cases) at the SIOP Luncheon in San Diego, and I hope we can actually have an audience there to recognize these outstanding achievements.

Before getting to the winners, though, it might worth spending a few minutes describing the process again, for those who are not familiar with it. A "Call for Nominations" goes out in TIP just after the SIOP meeting. Anyone can nominate someone for an award, but there are a few constraints on nominees for some of the awards. The McCormick Early Career Award is for persons who have received their degrees no more than seven years prior to the nomination deadline. Nominees for the Rains Wallace Dissertation Award should be sponsored by SIOP members, and should have defended their dissertation no more than two years prior to the submission deadline. The deadline this year is likely to be on or about September 15, 1996.

All nominations require supporting letters (no more than 5), as well as other information relevant for the award (e.g., a list of committees, etc., for the SIOP Service Award). Nominees for the Dissertation Award submit ten copies of a 30 page abstract of their dissertation, and all decisions are made on the basis of that abstract. His year, since we had a large number of nominations for the Dissertation Award, Adrienne Colella (who chaired the Wallace Award Sub-Committee) randomly divided the submissions into two sets, and divided the committee into two sub-committees. Each sub-committee rated its half of the submissions. Adrienne then took the highest rated submissions in each group, and had all committee members rate all of these finalists. In fact, this year, there was a tie for the Dissertation Award, which seems like a good way to segue to the winners:

S. Rains Wallace Dissertation Award (TIE)

The 1996 S. Rains Wallace Dissertation Research Award was given to **Dr. Stefanie Wilk**, of the Wharton School at the University of Pennsylvania, for her dissertation entitled "Cognitive Ability, Person-Job Fit and Occupational Mobility: A Process Model and Longitudinal Analysis" (Paul Sackett, Chair)

AND TO **Dr. Dan Cable**, of the School of Management at Georgia Institute of Technology, for his dissertation entitled "The Role of Person-Organization Fit in Organizational Entry" (Timothy Judge, Chair). Each will receive a plaque, and a check for $500, and each will be asked to present their work at a Poster Session for next year's SIOP Conference.

The award for the best poster, written solely, or as first author, at the 1996 SIOP meetings was given to **Frederick Oswald** (student) and **Jeff Johnson** for their poster entitled "Effects of Violations of Distributional Assimptions on Meta-Analytic Findings." Frederick Oswald is a student at the University of Minnesota and will receive a plaque and a prize of $100.

Robert J. Wherry Award

The Robert J. Wherry Award for the Best Paper at the 1995 IO/OB Graduate Student Convention was given to **Mary Ann Hannigan and Robert Sinclair** from Wayne State University for their paper entitled "Self Assessment, Work-Role Stressors, and Life Satisfaction." They will each receive a plaque and share a prize of $100.

Edwin Ghiselli Award for Research Design

The Edwin Ghiselli Award was withheld this year.

Ernest J. McCormick Award for Distinguished Early Career Contributions

The 1996 Ernest J. McCormick Award was given to **Dr. Joseph J. Martocchio**, Institute of Labor and Industrial Relations, University of Illinois, in recognition of his contributions to the field of Industrial and Organizational Psychology.

Dr. Martocchio received his Ph. D. from Michigan State University in 1989 and, SINCE THEN, has published 24 journal articles, including one still in press. He is first, or sole author on 14 of these papers, and twelve have appeared in such top journals as the *Journal of Applied Psychology*, *Personnel Psychology*, the *Journal of Management* and the *Academy of Management Journal*. He has also co-authored 8 book chapters, and has obtained over $55,000 in grant and contract funds. He has been co-author on 32 conference presentations, and has a forthcoming textbook entitled "Strategic Compensation: A Human Resource Systems Approach" for Prentice Hall.

His research spans several areas, but he has made the greatest impact in the areas of micro-computer usage in organizations, training, and absenteeism. As noted by those who wrote letters in support of his nomination:

"Joe has been one of the most productive scholars over the course of the last six years..."

"Joe is certainly in the forefront of a new generation of productive researchers in the training and absenteeism fields..."

"From a scholarly perspective, Joe has taken seriously the importance of carefully specifying constructs and showing how they are related to critical outcomes. This construct-oriented approach is critical to the training field that has often been criticized as faddish and atheoretical."

"This work [in the area of absenteeism] is frequently very clever and involves methods that have not often been applied to absenteeism. Such

approaches are much needed to match appropriate methods to evolving theory."

"Joe has not been afraid to try something different..."

"What makes Joe's research of such high quality? One only need read a few of his articles to find the answer. First, Joe is a great writer ... Second, Joe's research is some of the most programmatic you will find ... His combination of productivity and programmatic focus make him one of the leading young scholars in I/O Psychology."

Distinguished Service Contributions Award

The SIOP 1996 Distinguished Service Contributions Award was given to **Dr. Sheldon Zedeck**, Department of Psychology, University of California, Berkeley. Over the years, Shelly has contributed to the Society in a variety of capacities. He began, in the early 1970's serving on, and eventually chairing the Education and Training Committee. During this time, he initiated the Survey of I/O Graduate Programs, widely recognized as one of the most useful and important publications of our Society. He followed this with two terms as a member of the Workshop Committee (which continues to be one of the hardest working Committees we have), and then became the fourth Editor of **TIP**. As Editor, Shelly was responsible for upgrading **TIP** from a simple newsletter, to the high quality, almost journal-like format we know today.

In 1982, Shelly was elected to the Executive Committee where he (along with Mildred Katzell) re-wrote the bylaws for the Society, and produced the first SIOP Directory. This was critical since it was during this time that we became incorporated, developed the mid-year conference, and began the Frontiers series. These efforts were recognized by the membership, and became President-Elect in 1985 and Society President in 1986, during a time when the Society was struggling with the question of whether we should remain affiliated with APA.

After Shelly's terms as president (and Past-President) were over, he continued to serve the Society in an active way. He served as one of our Representatives to APA Council from 1989-1992, and joined the Editorial Board for the Frontiers Series in 1988. He is presently the Frontiers Series Editor, and will remain in that role until 1998. In addition, Shelly has served 12 years on the Editorial Board of *JAP*, has served on the Editorial Board of *Industrial Relations*, and is the Co-founder (with Frank Landy) and Associate Editor of *Human Performance*. Finally, during this time, Shelly has continued to be an active scholar and consultant, and is the Chair of the Department of Psychology at Berkeley and the Series Editor for "People and Organizations" for Routledge.

We have all clearly benefited from Shelly's years of service to the Society, and we can only hope that he doesn't see this Award as a sign that he should stop now.

Distinguished Professional Contributions Award

The Society's 1996 Distinguished Professional Contributions Award was given to **Dr. Eric Prien** of Performance Management Associates, Memphis Tennessee. Eric Prien received his Ph.D. in 1959, and went to work for Standard Oil of Ohio. He left the business world in 1960 to become Assistant Director of Psychological Research Service at Case Western, and then became the Chair of the Psychology Department at Greensboro College. In 1965, Eric Prien joined the faculty at the University of Akron, where he remained until 1967. After a visiting stint at Georgia Tech, he joined the American Institute for Research in 1967, but returned to academia in 1969 as a professor at Memphis State University. He retired in 1987 and has maintained an active private practice ever since.

His research, always practically oriented, includes seminal papers on individual interview and assessment techniques (and he presented SIOP workshops on this topic at the 1994 and 1995 SIOP conferences), structured job analysis (again, with SIOP workshops in 1979, 1983, 1988 and 1993), as well as the dynamic nature of criteria in I/O Psychology. In addition to the over 80 Publications (beginning with a paper in *Personnel Psychology* in 1957, and through a 1993 paper in the *Journal of Business & Psychology*), Eric has provided expert testimony in over 50 cases, and lists well over fifty clients for whom he has worked as a consultant.

Thus, Eric Prien has contributed to BOTH the science and practice of psychology through his numerous publications as well as his years as practitioner, research director and consultant. Few of our members have made such a contribution to the practice of I/O Psychology.

Distinguished Scientific Contributions Award

The 1996 Distinguished Scientific Contributions Award was given to **Dr. Fred E. Fiedler**, Department of Psychology, University of Washington. Fred Fiedler received his Ph.D. in 1949, after serving in the U.S. Army during WWII. His early work was based in Clinical Psychology with 1949 publications in the *Journal of Abnormal and Social Psychology*, and the *Journal of Clinical Psychology*, although his first publication (*The Personnel Counselor*, 1947) gave promise of things to come as it was titled "Some client reactions to substitution of group leadership." His early work dealt with such topics as counter-transference and problems with stutterers, but by 1952, his work was moving more in the direction of leadership, and he published a chapter on "Personality and situational determinants of leadership effectiveness" in 1953. Work on the "Assumed Similarity of Opposites" appeared in 1955. Other pieces seemed to come along the way, with publications on leadership variables beginning to play a bigger and bigger role in Fred's research throughout the late 50's and early 60's, culminating in statements of his pioneering contingency model of leadership in book chapters

in and articles in 1965 and 1966, and the publication of the formal statement of his theory in his book *A Theory of Leadership Effectiveness* in 1967.

The next almost thirty years of Fred's career have been spent extending, defending and generally refining his contingency views of leadership. His work has surely been controversial, but this is simply a reflection of how seriously our field took Fred's ideas. In any case, our thinking about a "one best leadership style" changed forever, and we all had to acknowledge the basic message that factors in the leader AND the situation combined to determine what would constitute effective leadership behavior. This change in orientation must surely be seen as one of the most significant trends in the study of leadership and, more generally, in the study of behavior in organizations.

In recognition of Fred's contributions he has won the Award for outstanding Research, American Personnel and Guidance Association (1953), Research Award, Division of Consulting Psychology of APA (1971), The Ralph Stogdill Award for Oustanding Contribution to Leadership Research (1978), and the Award for Distinguished Research Contributions to Military Psychology (Division 19 of APA; 1979). He is a Fellow of Divisions 8, 14, and 19 of APA, and in 1978 he was listed as one the 100 psychologists most frequently cited in the scientific literature.

Finally, it should be noted that, after amassing more than 200 publications over the years, Fred continues to be an active and enthusiastic researcher, and even one with a sense of humor about his own work. Despite the impact of all Fred's work in the area of leadership, my personal favorite of all his papers must remain "Port Noise Complaints: Verbal and Behavioral Reactions to Airport-Related Noise." There is no doubt that Fred Fiedler deserves the recognition afforded him as the recipient of this year's Scientific Contributions Award.

1997 SIOP AWARDS
GUIDELINES FOR NOMINATIONS

The submission deadline for the 1997 SIOP Awards is 16 September 1996. General nomination guidelines are described below, as are the criteria for the awards. If you have any further questions about either, feel free to contact me directly.

Send nominations and entries for all awards to:

Angelo S. DeNisi
Rutgers University
School of Management and Labor Relations
Rockafeller Road, Livingston Campus
New Brunswick, NJ 08903
(908) 445-5972
DENISI@CANCER.RUTGERS.EDU

HOW TO SUBMIT NOMINATIONS FOR THE:
DISTINGUISHED SCIENTIFIC CONTRIBUTION AWARD
DISTINGUISHED SERVICE CONTRIBUTION AWARD
DISTINGUISHED PROFESSIONAL CONTRIBUTION AWARD
ERNEST J. MCCORMICK AWARD FOR DISTINGUISHED EARLY
CAREER CONTRIBUTION AWARD

Nominations may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Association, the American Psychological Society, or by any person who is sponsored by a member of one of these organizations.

Only members of the Society for Industrial and Organizational Psychology may be nominated for the award.

The nominator should include: (1) a letter nominating the SIOP member for the award, (2) a current vita of the nominee, and (3) supporting materials (e.g., letters from colleagues, article reprints, etc.) illustrating the contributions of the nominee. No more than five (5) supporting letters should be included in the nominee's materials.

Letters of nomination, vitae, and supporting letters and materials must be received by 16 September 1996.

HOW TO SUBMIT NOMINATIONS FOR THE EDWIN E. GHISELLI
AWARD FOR RESEARCH DESIGN:

Proposals may be submitted by any member of the Society for Industrial and Organizational Psychology, the American Psychological Association, the American Psychological Society or by any person who is sponsored by a member of one of these organizations.

THE 1996 NLI CONFERENCE
LEADERS & CHANGE

There is nothing permanent except change. Heraclitus (513 B.C.)

Heraclitus may have recognized the enduring nature of change, but he didn't provide any answers about how to handle it. We will.

Conference sessions will include

• Case studies of organizational change efforts.
• Lessons learned by government, business, and not-for-profit leaders.
• A look at why change efforts fail.
• Discussions of the leadership skills, traits, and behaviors linked to successful change efforts.
• A distinguished author panel.

National Leadership Institute (NLI), University of Maryland University College (UMUC), presents The 1996 NLI Conference: Leaders & Change—*your opportunity to hear leaders and others discuss strategies and "lessons learned." "Discover how leaders can not merely survive but can flourish in a continuously changing business environment.*

For more information, call NLI at 301-985-7195 or visit our Web site at *http://www.umuc.edu/prog/nli/nli.html.*

To be held at the Inn and Conference Center, UMUC, College Park, Maryland

Sponsored by:
National Leadership Institute
University of Maryland University College

Cosponsored by:
Independent Sector
Organization Development Network
Washington Business Journal

- Proposals having multiple authors are acceptable.
- Proposals are limited to 30 double-spaced pages. This limit includes the title page, abstract, tables, figures, etc. However, the limit does not include references.
- Proposals should be prepared according the fourth edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.
- Ten copies of each proposal should be submitted. The name of the author, affiliation (academic institution, business firm, or government agency), and phone number should appear only on the title page of the proposal.
- No award-winning proposal (actual winner or honorable mention) may be re-submitted for review. However, non-winning entries that were submitted in previous years may be resubmitted.
- Individuals who have previously received the award are eligible to submit proposals covering research other than that covered in their award winning proposal(s). However, to receive an award a third time, the author must show evidence of having completed at least one of the two previously proposed studies.
- Proposals must be received by 16 September 1995.

HOW TO SUBMIT NOMINATIONS FOR THE S. RAINS WALLACE DISSERTATION RESEARCH AWARD:

- Entries may be submitted only by individuals who are sponsored by a member of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the American Psychological Society.
- Each entrant should submit ten (10) copies of an article-length paper based on his or her dissertation. The name of the entrant, institutional affiliation, current mailing address, and phone number should appear only on the title page of the paper.
- Papers are limited to a maximum of 30 double-spaced pages. This limit does not include tables, figures, references, and appendices.
- Papers should be prepared according to the third edition of the *Publication Manual of the American Psychological Association*. Note, however, that the abstract may contain up to 300 words.
- The paper must be based on a dissertation that was accepted by the graduate college two years or less before 16 September 1996, with the stipulation that an entrant may only submit once.
- The entrant must include:
(1) a letter from his or her dissertation chair that specifies the date of acceptance of the dissertation by the graduate school of the institution and that the submission adequately represents all aspects of the completed dissertation AND

(2) a letter of endorsement from a member of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the American Psychological Society who is familiar with the entrant's dissertation.

Both of these letters may be from the same person.

- Entries (including supporting letters) must be received by 16 September 1996.

PAST SIOP AWARD RECIPIENTS

Listed below are past SIOP award recipients as well as SIOP members who have received APA, APF, or APS awards. As you will notice, we are missing information on some of the awards (e.g., Wherry Award). Call Angelo DeNisi at (908) 445-5972 regarding missing or incorrect information so that we can maintain an accurate record of SIOP award information.

DISTINGUISHED PROFESSIONAL CONTRIBUTIONS AWARD

1977	Douglas W. Bray	1987	Paul Sparks
1978	Melvin Sorcher	1988	Herbert H. Meyer
1979	Award withheld	1989	William C. Byham
1980	Award withheld	1990	P. Richard Jeanneret
1981	Carl F. Frost	1991	Charles H. Lawshe
1982	John Flanagan	1992	Gerald V. Barrett
1983	Edwin Fleishman	1993	Award withheld
1984	Mary L. Tenopyr	1994	Patricia J. Dyer
1985	Delmar L. Landen	1995	Allen I. Kraut
1986	Paul W.Thayer	1996	Erich Prien

DISTINGUISHED SCIENTIFIC CONTRIBUTIONS AWARD

1983	William A. Owens	1990	Edward J. Lawler III
1984	Patricia C. Smith	1991	John P. Campbell
1985	Marvin D. Dunnette	1992	J. Richard Hackman
1986	Ernest J. McCormick	1993	Edwin A. Locke
1987	Robert M. Guion	1994	Bernard M. Bass
1988	Raymond A. Katzell	1995	Frank Schmidt and John Hunter
1989	Lyman W. Porter	1996	Fred Fiedler

DISTINGUISHED SERVICE CONTRIBUTIONS AWARD

1989	Richard J. Campbell and Mildred E. Katzell	1993	Robert M. Guion
1990	Paul W. Thayer	1994	Ann Howard
1991	Mary L. Tenopyr	1995	Milton D. Hakel
1992	Irwin L. Goldstein	1996	Sheldon Zedeck

ERNEST J. MCCORMICK AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS

1992	John R. Hollenbeck
1993	Raymond A. Noe
1994	Cheri Ostroff
1995	Timothy Judge
1996	Joseph Martocchio

EDWIN E. GHISELLI AWARD FOR RESEARCH DESIGN

1984	Max Bazerman & Henry Farber	1990	Award withheld
1985	Gary Johns	1991	Award withheld
1986	Craig Russell & Mary Van Sell	1992	Julie Olson & Peter Carnevale
		1993	Elizabeth Weldon & Karen Jehn
		1994	Linda Simon & Thomas Lokar
1987	Sandra L. Kirmeyer	1995	Award withheld
1988	Award withheld	1996	Award withheld
1989	Kathy Hanisch & Charles Hulin		

S. RAINS WALLACE DISSERTATION RESEARCH AWARD

1970	Robert Pritchard	1983	Michael Campion
1971	Michael Wood	1984	Jill Graham
1972	William H. Mobley	1985	Loriann Roberson
1973	Phillip W. Yetton	1986	Award withheld
1974	Thomas Cochran	1987	Collette Frayne
1975	John Langdale	1988	Sandra J. Wayne
1976	Denis Umstot	1989	Leigh L. Thompson
1977	William A. Schiemann	1990	Award withheld
1978	Joanne Martin & Marilyn Morgan	1991	Rodney A. McCloy
		1992	Elizabeth W. Morrison
1979	Stephen A. Stumpf	1993	Deborah F. Crown
1980	Marino S. Basadur	1994	Deniz S. Ones
1981	Award withheld	1995	Chockalingam Viswesvaran
1982	Kenneth Pearlman	1996	Steffanie Wilk & Daniel Cable

BEST STUDENT POSTER AT SIOP

1993	Susan I. Bachman
	Amy B. Gross
	Steffanie L. Wilk
1994	Lisa Finkelstein
1995	Joann Speer-Sorra

ROBERT J. WHERRY AWARD FOR THE BEST PAPER AT THE I-O/OB CONFERENCE

1980		1990	Amy Shwartz
1981			Wayne Hall
1982			Jennifer Martineau
1983	Maureen Ambrose	1991	Paul Van Katwyk
1984		1992	Sarah Moore-Hirschl
1985		1993	Daniel Skarlicki
1986		1994	Talya Bauer
1987			Lynda Aiman-Smith
1988	Christopher Reilly	1995	Mary Ann Hannigan
1989	Andrea Eddy		Robert Sinclair

SIOP MEMBERS WHO HAVE RECEIVED APA, APF, AND APS AWARDS

APA AWARDS

AWARD FOR DISTINGUISHED CONTRIBUTIONS TO EDUCATION IN PSYCHOLOGY

1973	James B. Maas

AWARD FOR DISTINGUISHED PROFESSIONAL CONTRIBUTIONS

1976	John C. Flanagan
1980	Douglas W. Bray
1989	Florence Kaslow
1991	Joseph D. Matarazzo
1992	Harry Levinson

AWARD FOR DISTINGUISHED SCIENTIFIC CONTRIBUTIONS TO PSYCHOLOGY

1957	Carl I. Hovland
1972	Edwin E. Ghiselli

AWARD FOR DISTINGUISHED SCIENTIFIC CONTRIBUTION FOR THE APPLICATIONS OF PSYCHOLOGY

1980	Edwin A. Fleishman
1983	Donald E. Super
1987	Robert Glaser

AWARD FOR DISTINGUISHED EARLY CAREER CONTRIBUTIONS
TO PSYCHOLOGY

1989 Ruth Kanfer

APF AWARDS

GOLD MEDAL AWARD FOR LIFE ACHIEVEMENT IN THE
APPLICATION OF PSYCHOLOGY

1986 Kenneth E. Clark
1988 Morris S. Viteles
1991 Douglas W. Bray
1993 John C. Flanagan

APS AWARDS

JAMES MCKEEN CATTELL FELLOW AWARD

1993 Edwin A. Fleishman
     Robert Glaser
     Donald E. Super

Practice Network

Thomas G. Baker

Practice Network is dedicated to the discussion of issues of interest or import to the Industrial-Organizational practitioner. I am always available to speak with you at my new number of (614) 460-4713 and hope you find something of interest in this issue's features.

Winning the Service Game

Saying that you can use employee satisfaction measures to predict customer satisfaction is about as accurate as saying that happy employees are productive ones. You may be on the right track, but you have no precision when you deal in such generalities.

This counsel comes from a conversation *Practice Network* had with **Benjamin Schneider** (University of Maryland at College Park). Ben and **David Bowen** have received a lot of attention lately for their recent book entitled *Winning the Service Game* (Harvard Business School Press, 1995). The interesting thing is that reviewers of Ben's addresses on this topic (TB: the ones I've seen) miss Ben's fundamental point on how to 'win' the service game in today's business world.

"The 'moral of this story'", Ben says, "is that unless you integrate the HR part of a company with the marketing part, in particular, and with the operations and finance parts of the business too, you will lose the leverage that come from crossfunctional integration." Ben's elemental lesson is organizational in nature, not about employee or customer surveys.

Ben cautions I-O Psychologists from avoiding the "HR trap" - the belief that the **key** competitive weapon in a company's arsenal is the people in a company and those systems related to HR management - such as selection, training, appraisal, etc. This is naive according to Ben. "What competitors can't duplicate is the crossfunctional integration of a company targeted on improving their levels of service," Ben says, emphasizing, "Seamlessness is the goal."

A common message read in the pages of *Practice Network* is for I-O Psychologists to become involved with professionals from various other disciplines. Ben emphasizes this message and points to the need to link up especially with marketing pros. Personally, he has been attending American Marketing Association (1-800-AMA-1150) conventions for the past eight to ten years. "They have a Services Marketing division that has been eating our lunch. They have been doing studies of service culture and climate and what a firm looks like that is service oriented and are far ahead of us in this

endeavor," Ben laments. He also spoke of their research on the concept of 'relationship marketing' (as opposed to transaction marketing, or going for the close). All of these topics are very amendable to areas in which we have expertise, but Ben feels "they are essentially stealing what we do best because we have not shown any interest in it."

Ben thinks we have the key skills to contribute, too. "I think that our fundamental training in I-O psychology is an extremely sound foundation for thinking about behavioral issues in the workplace," he believes, "It provides the base from which we can consider issues related to marketing, finance and operations and how they impact our human resources - all we have to do is get interested!"

Thanks **Ben Schneider** for sharing your thoughts with *Practice Network*.

Protection from Defamation, Act I Coming to Your State Soon?

It is commonplace for employers to provide little or no information in response to requests for references regarding current or former employees, especially in light of the growing number of defamation charges brought against employers for such references.

As a result, some states (e.g., Alaska, Florida, Georgia, California, New Mexico, Kansas, Louisiana, Indiana, Maine, Oregon and Utah) have recently enacted statutory protections for employers. Several other states have proposed similar initiatives; Alabama, Delaware, Hawaii, Illinois, Iowa, Maryland, Michigan, Ohio, Pennsylvania and Tennessee.

Florida's job reference immunity statute, which is the boilerplate language for many of the state initiatives listed above, reads as follows:

"An employer who discloses information about a former employee's job performance to a prospective employer of the former employee upon request of the prospective employer or of the former employee is presumed to be acting in good faith and, unless lack of good faith is shown by clear and convincing evidence, is immune from civil liability for such disclosure or its consequences. For purpose of this section, the presumption of good faith is rebutted upon a showing that the information disclosed by the former employer was knowingly false or deliberately misleading, was rendered with malicious purpose, or violated any civil right of the former employee."

The good news for employers, if these initiatives are instituted, is that it will hopefully be easier to obtain critical job-related information about applicants when making important hiring decisions.

Lorraine Eyde (USOPM, Washington, DC) recommends the following citation if you are involved in testing employees who have disabilities: Burgdorf, Robert L., Jr. (1995). *Disability Discrimination in Employment Law.* BNA Books: Washington, DC. 20037. You can order this book, which covers a broad range of human resources topics, for about $195 by calling BNA Books at (800) 960-1220.

Don't forget about Lorraine's wonderful "Guide for Administering Written Employment Examination to Persons with Disabilities" written with Mary Anne Nester, Sandra Heaton and Anice Nelson in late 1994. It provides practical, no-nonsense guidelines for testing the deaf or hard of hearing or people who have vision or motor impairments. Contact Lorraine by fax at (202) 606-1399 indicating how many copies you need and providing your mailing address.

Using Community Service To Help Transform an Organization

Every once in a while you stumble onto an organization doing something very innovative and thought provoking. This one is for my OD readers. When you finish this piece, tell me if you had a "Why didn't I think of that...." reaction.

Ed Kahn from Shell Oil Company (Houston) reports that Shell is involved in company-sponsored community service in a most ingenious way.

For the last two to three years Shell has been undergoing a massive business and cultural transformation. Ed credits Noel Tichy (University of Michigan) with being the "external guru who helped provide the beginnings of Shell's transformational process" including giving greater emphasis to development of a kind of "social vision" that goes well beyond corporate volunteerism.

Ed and other internal OD consultants at Shell work with intact and cross-functional work teams who, as a part of their regular job duties, volunteer their service to local community efforts. Ed has seen projects in landscaping, building repair and the delivery of services directly to social service clients (eg, serving meals to homeless families, taking fatherless kids to the circus).

"The primary notion here is for Shell to develop a larger role of activism in our communities," Ed explains, elaborating "How this has played into our transformational process is three-fold. First, it enacts our corporate commitment to community service. Second, it serves as a powerful team building activity." What makes it so powerful as a team building activity is the up-front preparation work the team goes through before actually hitting the streets, the esprit de corps that develops in the course of the project, and the debriefing process following the conclusion of their community service. Third,

it is part of Shell's leadership development process. "Shell's teams learn from their interaction with the social service agency leaders and staff, who have developed tremendous organizational and leadership skills - they are extremely short on financial resources and must make a 'go' almost completely through people. Furthermore, the projects bring Shell's folks face-to-face with people whose daily lives are a constant struggle - it puts things into a larger perspective," Ed explains.

These projects are conducted by work teams, on work time, with an 'advance team' from the work unit heavily involved in the planning and coordination prior to the community service project. Usually work teams choose projects from a list put together by Shell's PR and Organizational Effectiveness groups.

"These community service projects speak to the value of putting people into different situations from their normal work and allows them to conduct a project with a whole new team hierarchy and then carry the lessons back to the workplace," Ed remarks. It is a win-win-win application for Shell - it contributes to the community, fosters positive changes in the company and engenders pride, satisfaction and learning among employees.

One important note is that the organization of these community service projects is much more structured than the 'as-the-spirit-moves-you' volunteerism supported by most corporations today. Ed explains, "There is simply an expectation that community service is a legitimate piece of what we do at Shell, that it is a part of our work day....it has developed into a part of the fabric of our transformational process."

The debriefing sessions sometimes (but not always) led by an internal Shell OD facilitator use a four-part model of evaluating how work gets done; (1) Goals, (2) Roles, (3) Procedures, and (4) Interpersonal relationships.

Ed Kahn, congratulations to Shell and thanks for speaking with *Practice Network!*

Protection from Defamation, Act II

On 1/10/96, South Carolina introduced a bill in the House as HB 4387, that relates to reference checking. The bill generally provides qualified immunity for employers who disclose information about current or former employees to a prospective employer. The doctrine of qualified immunity provides that employers are entitled to immunity only if reference information was given with proper motive and on the proper occasion. Absolute immunity provides that employers are entitled to immunity even if the reference information about a previous or current employee is provided with malicious intent.

Under this initiative, employers also have absolute immunity for the release of certain specified information; (a) Dates of employment, (b) Pay level, (c) Job description and duties, and (d) Wage history. Also, an employer who

responds in writing to a written request concerning a current or previous employee is entitled to absolute immunity for disclosure of: (a) Written employee evaluations, and (b) Whether the employee was voluntarily or involuntarily released and the reason for the separation.

This proposed statute is more inclusive than currently enacted statues which generally provide immunity for employers supplying references (see "Act I" elsewhere in *Practice Network*). Such statues provide only qualified immunity for employers. South Carolina's initiative is indicative of national sentiment regarding the importance of checking applicants' backgrounds. This bill has been in SC's House Committee on Judiciary since January's introduction.

In late breaking news.......

......from Reid Psychological Systems' legislative bard **Dave Arnold** and able associate **Kristine Kroeker** comes information about a Missouri initiative which contains language almost identical to that of the South Carolina bill. The Missouri initiative was introduced as SB 684 on 1/3/96 and has been in MO's Senate Committee on Commerce since 1/15.

Competency Consortium Forming

American Express Company is involved in the development of competency models to serve as the basis for HR systems including staffing and selection, performance management, training, career development, succession planning and compensation.

We are interested in forming a consortium of organizations actively working in the competency arena. This consortium will provide a forum where organizations can share competency models, applications, lessons learned and perhaps also benchmark best practices.

Criteria for consortium membership includes:
* Organization of at least 10,000 domestic employees with a global presence.
* Organization has worked with competency models a minimum of four years.
* Models are empirically derived and validated.
* Models reflect major job families as well as core organizational competencies.

If you and your organization are currently utilizing competency models and would like to participate in the consortium, please contact **Mariangela Battista** (AMEX, NYC) at (212) 640-5199.

A V-E-R-Y Big Project

Beverly E. Nash, Director of the NJAS, and researchers at the ACT Center for Education and Work (Iowa City, IA) are conducting a project called "The National Job Analysis Study" sponsored by the US Departments of Labor and Education.

The goal of this study is to empirically identify and establish a taxonomy of workplace skills, particularly in high-performance settings. The National Job Analysis Study seeks to answer the question: What are the skills and competencies that workers need in order to secure and perform the complex jobs of today's and tomorrow's ever-changing economy?

There are two phases to this project. Phase 1 identified an initial set of core behaviors common across occupations from 214 behavior statements developed from the 1990 SCANS report and analysis of thousands of occupational task studies. Phase 2 has multiple objectives including the cross-validation of the initial set of core behaviors, the establishment of relationships between these behaviors and job tenure, the setting of proficiency levels for the behaviors and their associated KSAs and the relationship of these behaviors to high-performance workplaces. The critical outcome of Phase 2 is the construction of behaviorally-anchored rating scales containing the work behaviors. The BARS will establish behavioral domains with associated KSAs and proficiency levels from which the assessment blueprint will be developed.

So far, Phase 1 is complete. The results are from over 3,000 employees in 1,600 organizations representing 164 occupations. The sample represented 85% of job titles from the full spectrum of job classifications, including the fastest growing occupations. At the conclusion of Phase 1, the following work behaviors were found to be most common and critical (these results are preliminary, pending cross-validation in Phase 2): (1) Listening to the concerns of clients/customers, (2) Using a computer to locate, process or communicate information, (3) Safeguarding information and valuables, (4) Scheduling work activities for oneself, (5) Providing information to people, (6) Determining the priority of work activities, (7) Working with people in other departments to accomplish work, (8) Judging the importance, quality, and accuracy of information, (9) Coordinating own work activities with the activities of others, and (10) Listening to instructions from or concerns of supervisors or co-workers and responding.

Bev Nash, thank you for updating *Practice Network*. Continued good luck to you and we'll look forward to hearing about Phase 2 results in the future!

Member Survey Results

In from ASAP (Atlanta Society of Applied Psychology) and **Chuck Lance** are results of their most recent member survey. In summary, the modal member of ASAP is a consultant who received a degree in I-O between ten and 15 years ago who has been an ASAP member for five or more years. S/he is a Licensed Psychologist who has chosen not to be a member of the Georgia Psychological Association.

In descending order, topics which are of most interest to ASAP members are (a) organizational change and development, (b) management/executive assessment/development, (c) work teams, and (d) selection and assessment.

All Good Things End

I have moved from God's garden of Colorado to Ohio. From elk to Elsie and mountains to maples. Call me to extend your sympathies or congratulations or to get involved. Contact *Practice Network* by calling **Thomas G. Baker** at Columbia Gas in Columbus, Ohio at (614) 460-4713. FAX to (614) 460-4736. My email address remains VTCJ69A@prodigy.com.

(P.S. I actually like it here, besides my kids will grown up knowing their grandparents.)

LEGAL ISSUES IN AFFIRMATIVE ACTION: RECENT DEVELOPMENTS ON EXECUTIVE, JUDICIAL, AND LEGISLATIVE FRONTS

Stanley Bryan Malos, J.D., Ph.D.
San Jose State University

The controversy over affirmative action has gained new intensity during the past year, and continues to be an important topic of concern for I/O and HR professionals. That the controversy persists is clear. On one hand, the U.S. Supreme Court's decision in *Adarand Constructors, Inc. V. Pena* (June, 1995) is seen by some as signalling an erosion of support for affirmative action at the federal level, while at the state level, the University of California president nearly lost his job over refusal to promptly implement an executive ban on affirmative action in admissions and faculty hiring, which will now take effect as planned. On the other hand, President Clinton continues to emphasize an ongoing commitment to affirmative action, and federal and state legislative efforts to end race- and gender-based affirmative action programs appear to be at least momentarily stalled. This article reviews fundamental sources of affirmative action obligations, and recent affirmative action developments on the executive, judicial, and legislative fronts.

SOURCES OF AFFIRMATIVE ACTION OBLIGATIONS AND EXECUTIVE DEVELOPMENTS

The term "affirmative action" enjoys no clear and widely shared meaning. However, a 1995 Presidential Review Commission has adopted the definition, "any effort to expand opportunity for women or racial, ethnic, and national origin minorities by using membership in those groups that have been subject to discrimination as a consideration." Interested readers can browse the Commission's report online at http://www.whitehouse.gov/WH/EOP/OP/html/aa/aa-index.html.

Aside from individual court orders and consent decrees, Executive Order 11246 and related provisions of federal law remain the primary sources of specific affirmative action obligations. Under Executive Order 11246 and Revised Order No. 4 (41 C.F.R. Sec. 60-2.1 et. seq.), federal government contractors or subcontractors with more than 50 employees and contracts worth more than \$50,000, as well as banks and certain federal construction and other contractors with contracts worth more than \$10,000, are required to prepare written affirmative action programs (AAPs), and maintain ongoing compliance programs, to eradicate discrimination in employment practices based on race, color, sex, religion, or national origin. Regulations implementing these orders direct that women and minorities shall receive

efforts targeted at eliminating their "underutilization." There are similar requirements with respect to disabled individuals under the Rehabilitation Act of 1973, and Vietnam War era veterans under the Vietnam Era Veterans Readjustment Assistance Act of 1974.

At the administrative level, the Office of Federal Contract Compliance Programs (OFCCP) is responsible for enforcing these requirements, and has audited (via compliance reviews) more strongly and consistently since the 1992 elections than in previous administrations. Under new directorship since 1994, the OFCCP has initiated projects in various regional offices to enhance compliance with affirmative action obligations in universities (Chicago), the construction industry (Denver), the entertainment industry (San Francisco), corporate management (Atlanta, New York), and certain other primary employers. These projects may be continuing at varying levels of intensity, however, as the agency strives to implement President Clinton's post-*Adarand* directive (July 19, 1995) that any AAP be evaluated, reformed, or eliminated to the extent that it creates quotas, preferences for unqualified individuals, reverse discrimination, or persists after its EEO purposes have been achieved. Nevertheless, the OFCCP continues to assert that its regulations do not require quotas, but only good faith efforts to achieve equal employment opportunity. Under these regulations, an acceptable AAP is one which includes an analysis of areas within which minority groups and women are underutilized, and goals and timetables under which good faith efforts will be directed to correct any utilization deficiencies. Although it is not clear how strictly these regulations are enforced, and the OFCCP has undertaken internal reviews to simplify reporting and reduce the amount of routine, less-meaningful work, penalties for noncompliance include cancellation of the affected government contract, and ineligibility for future contracts.

One of the most intensive areas of recent scrutiny concerns the so-called Glass Ceiling Initiative, origins of which can be traced to a 1988 OFCCP policy directive which required certain multi-establishment corporations to address upper managerial positions in their written AAPs. The Initiative refers to a 1989 Department of Labor program to investigate "artificial barriers based on attitudinal or organizational biases that prevent qualified individuals from advancing upward in their organization into management level positions." Following a 1991 DOL report which found evidence of a glass ceiling in many companies for women and minorities, the OFCCP issued formal guidance for evaluating the extent to which an employer has made "good faith efforts to ensure equal employment opportunity in developing, selecting, and treating mid-level and senior corporate managers." These "corporate management reviews" involve establishing the point (if any) at which there is a marked decline in participation of women and minorities in management, and examining potential remedial measures with respect to processes such as outside hiring, internal development, performance reviews, compensation, and

terminations. Where compliance reviews create problems with potential disclosure of sensitive or proprietary information (e.g., succession, bonus, or stock option plans), exceptions to disclosure requirements may be found in the regulations, or may be negotiated with the OFCCP based on individual circumstances.

Pending possible changes in the Administration as a result of upcoming elections, there appears to be strong and continuing executive support for federal affirmative action programs which are not tied to quotas or other problematic preferences. The OFCCP continues to assert that the essence of affirmative action is self-evaluation and self-correction. Practitioners should watch for promised internal reviews and revisions of OFCCP regulations regarding the development of AAPs, clarification of the term "underutilization," simplification of job groupings for compliance purposes, and development of special rules for small establishments. It will also be interesting to see if other states follow California's lead, and administratively undermine or abolish affirmative action programs with respect to educational or other types of institutions.

JUDICIAL DEVELOPMENTS

Lawsuits based on AAPs typically involve either allegations by minorities that an employer failed to adopt or implement an AAP, or allegations by non-minorities that an employer complied with an AAP to his or her detriment (i.e., reverse discrimination). Most recent judicial activity in this area has continued to involve the latter category: complaints by non-minorities that they have been unfairly excluded from some benefit or program (e.g., scholarships, government contracts) because of preferential treatment afforded to a member of a protected class.

For example, in *Kirwin v. Podberesky*, 38 F.3d 147 (4th Cir. 1994), a federal appellate court held that the University of Maryland had denied Podberesky, a Hispanic white male, equal protection of the laws by excluding him from consideration for a race-based scholarship for African American students. This was apparently the case despite the existence of specific regulations which require federally funded institutions to take affirmative action to overcome the effects of prior discrimination, and permit them to establish voluntary programs to overcome continuing effects of factors which have contributed to historic underrepresentation of minorities (34 C.F.R. Sec. 100.3(b)(6)). The 4th Circuit's decision has been criticized (108 Harvard L. Rev. 1773 (1995)), and was appealed to the U.S. Supreme Court, which nevertheless declined last year to review the lower court's decision. Not surprisingly, this action has been viewed by civil rights activists as a judicial retreat from support for affirmative action initiatives.

In perhaps the most significant recent judicial development (at least in terms of the amount of activity generated on behalf of commentators and

government agencies), the Supreme Court held in *Adarand Constructors, Inc. V. Pena*, 115 S.Ct. 2097 (June, 1995) that federal affirmative action programs which use racial and ethnic criteria as bases for decisionmaking are subject to strict judicial scrutiny. *Adarand* involved a challenge by a nonminority subcontractor which had submitted a low bid on a Department of Transportation contract. The subcontract was awarded to a higher-bidding minority subcontractor, due to a DOT program which pays prime contractors additional funds if they hire subcontractors controlled by "socially and economically disadvantaged" individuals. The 10th Circuit Court of Appeals affirmed a district court ruling that the DOT program passed muster under then-existing standards of judicial review. The Supreme Court reversed and remanded the case for a finding as to whether the program would pass muster under standards of strict scrutiny, which require that an affirmative action program be "narrowly tailored" to effectuate a "compelling government interest."

There are a number of concurring and dissenting opinions in *Adarand* which make its long-range impact complicated to predict, and it should be noted that the opinion involved a DOT preference or "set-aside" program, not an employment-related AAP under Executive Order 11246. (Readers interested in the *Adarand* decision who do not have access to Lexis or Westlaw online services and wish to avoid a trip to the law library can find a thorough Justice Department analysis of the case appended to the Presidential Review Commission report cited in the first section of this article.) Some commentators have concluded that the case does little more than bring the standards for evaluating federal AAPs into line with those previously applicable to state and local programs developed in earlier court cases such as *United Steelworkers v. Weber*, 433 U.S. 193 (1979) and *City of Richmond v. J. A. Croson Co*, 488 U.S. 469 (1989). Others would see, in the broad language of Justice O'Connor's majority opinion with respect to the very process of classification (as opposed to preferences based on those classifications), the likelihood that cases under the Order would receive similarly strict judicial scrutiny. Because cases challenging AAPs adopted under Executive Order 11246 typically settle within the Labor Department's administrative review mechanisms, it is possible that such programs may escape direct judicial pronouncement. In any event, it appears that the Clinton administration's July, 1995 directive was designed to address basic concerns that might arise were such programs challenged in the court system. AAPs will therefore likely continue to pass muster if they are shown to be flexible and temporary, do not result in reverse discrimination against unprotected groups, and are designed to correct a "manifest imbalance" or other evidence of past discrimination when examined under strict judicial scrutiny.

There are other indications that affirmative action initiatives may continue to be eroded in the judicial arena. For example, in PUC v. Bras (1996; Case

No. 95-767), the Supreme Court recently refused to overturn a 1995 Court of Appeals decision which relaxed the "standing" rules for affirmative action plaintiffs, rules which require a showing of actual harm before a lawsuit can be filed. In Bras, a white architect's challenge to a California directive which had steered more than $1.1 billion a year toward minority-owned businesses was dismissed on summary judgment by the District Court because the architect could not show that he had lost a contract due to the directive. The 9th Circuit reinstated the case (59 F. 3d 869), holding that white men can challenge a policy that "effectively encourages, if not compels [state agencies] to adopt discriminatory programs," i.e., those that favor women and minorities. As political winds continue to shift, and Court compositions shift with them, practitioners should be on the lookout for these and similar signs of increasing agreement with Justice Scalia's apparent sentiment that affirmative action should be all but banned, perhaps on a constitutional basis.

Finally, it should be noted that the scope of future challenges to affirmative action initiatives is constrained only by the creativity of litigants (and their lawyers) in particular circumstances. For example, a case is pending at the trial court level in Florida (Lopez v. Miami, USDC Miami, No. 87-2456) alleging essentially that the wrongful death of individuals involved in a drug raid occurred due to the negligent hiring of unqualified police officers pursuant to an AAP. We'll keep you posted.

LEGISLATIVE DEVELOPMENTS

Shortly after the *Adarand* decision, legislation was introduced in the Senate (by Bob Dole) and in the House of Representatives (by Charles Canady, R-Fla.) which would eliminate all federal AAPs to the extent they afford gender and minority preferences based on mandatory quotas, numerical goals, or specific timetables (general outreach or recruitment efforts would still be allowed). In essence, the bill attempts to set forth standards which would define "compelling government interest" for purposes of judicial review of AAPs. It is not clear that this legislation has widespread support even among Republican leaders, and a presidential veto might sustain possible override attempts. The bill appears to be a potential political hot potato, and is probably stalled pending any changes brought about in the upcoming November elections. However, practitioners should note that, if passed, this legislation would probably lead to revisions in current federal guidelines for AAPs which go beyond the parameters of the general review ordered in President Clinton's July, 1995 directive.

At the state level, California appears to be a national testing ground for erosion or repeal of affirmative action, based on highly publicized support for an initiative expected to be on the November 1996 ballot. However, once regarded as a near "sure thing," and despite belated support from Governor Pete Wilson (who no longer has to focus on his now-defunct presidential

campaign), considerable doubt remains as to whether the initiative will obtain the requisite number of signatures to make it onto the ballot (as of late January, 1996, the campaign fell some 400,000 signatures short). Reports of complaints about strong-arming at Republican caucuses have accompanied sentiments from some state legislators that they fear eliminating favorable aspects of AAPs along with reported abuses. It thus appears that state legislative activity on affirmative action will also have to await determination of its fate at a later time.

SUMMARY AND CONCLUSION

At least for the time being, affirmative action guidelines under applicable federal law and executive orders will probably remain largely unchanged, subject to the elimination of quotas and other improper preferences pursuant to President Clinton's July, 1995 directive. However, Republican presidential hopefuls Alexander, Buchanan, Dole, and Gramm have all come out in favor of affirmative action's repeal to the extent that quotas or numerical goals are involved, and recent court cases and legislative efforts make clear that the affirmative action controversy, if anything, is likely to continue to heat up. At a minimum, it will surely persist.

CORRELATION AND REGRESSION:

PRINCIPLES AND APPLICATIONS IN INDUSTRIAL/ ORGANIZATIONAL PSYCHOLOGY AND MANAGEMENT
Philip Bobko, Rutgers University

Intended for students in both the social sciences and business administration, this new text makes correlation and regression accessible to the student. The goal is practical, the style is conversational, and the technique is commonsensical. The underlying philosophy recognizes that the application of correlation and regression techniques is often not necessarily straightforward. A wealth of applied real-world examples from a variety of fields explains how statistical techniques work and demonstrate under what circumstances creativity and critical thinking are necessary. Some of the text's distinctions include:

Chapter-length applications of statistical techniques: While some chapters cover the traditional topics in correlation and regression, other chapters are written entirely as examples of applications issues drawn from research and real-world experience. For example, Ch. 4 covers the application of correlations to measurement and Ch. 7 covers utility analysis, regression to the mean, and partial correlation.

Expanded explanations of interactions in regression (Ch. 9) and a full chapter on the effects of range restriction (Ch.5). Discusses unexpected idiosyncrasies, problems, and pitfalls that may occur when statistical techniques are applied in social science research. For example, see properties of the correlation coefficient in Ch. 2 and validity shrinkage in Ch. 10.

Fully worked-out examples and exercises are included throughout the text and numerous problems and thought-provoking questions are included which test students' understanding of the concepts and of their ability to apply them.

ISBN #: 0-07-00623-4 Cloth 283 pages

The Student Network

Greg E. Loviscky and Bryan C. Hayes
Old Dominion University

This article is the second of a two-part series addressing the question: Is your I/O psychology program providing you with the knowledge, experiences, and credentials needed to obtain a career oriented job upon graduation? The January 1996 column focussed on the needs of I/O psychology students interested in obtaining an academic position. The current column addresses the same issues for students seeking an applied position. Although these articles focus on concerns of graduate students in I/O Psychology, this information may be of interest to a wider audience. In particular, on the eve of a review of the Guidelines for Education and Training at the Doctoral Level in Industrial/Organizational Psychology those who are concerned with curriculum design for I/O Psychology students may wish to consider how our industry evaluates and selects newly trained I/O psychologists for jobs. This issue is addressed at the end of the following article.

Want an Applied Job? — Get Experience!!

Jenna R. Sebolsky
The Claremont Graduate School

Anne L. Brady   Stephen Wagner
University of Missouri—St. Louis   Northern Illinois University

While in graduate school, the primary thought on most students' minds is, "What can I do now to help me get a job when I get my Ph.D.?" This article focuses on how graduate students can prepare for a job in an applied setting, as well as the competencies organizations and consulting firms look for when hiring I/O psychologists.

*What Can Graduate Students Do To Help
Prepare For A Career In An Applied Setting?*

Although money is a key factor for graduate student survival, a student should not turn down an internship because it is unpaid. All respondents mentioned that it was not important when hiring someone whether the internships they had were paid or unpaid. "The most important thing is that the student has gained experience out in the corporate world."

Networking: Another frequently mentioned way for students to prepare for a career in an applied setting is to network with colleagues and practitioners in the field. Networking may be defined as building relationships with people

expect in such an organizational climate. As one I/O psychologist stated, "If you want to go applied, you better develop an understanding about organizations and how they operate."

Applicant Fit: Applicant fit was another important criteria used in selection decisions. Applicant fit refers to the degree to which the candidate matches the needs of the organization rather than how similar the applicant is to the organization's members. Respondents consistently stressed matching the needs of a particular job with the applicants' qualifications.

Other criteria which were mentioned, but less frequently, include: integrity, adaptability, initiative, analytical skills, interpersonal skills, project management skills (to include delegation), planning and organizing skills, strategic thinking, and self presentation (to include a good first impression). Criteria receiving mixed responses included:

Statistical Knowledge: "At a minimum for all positions, statistical knowledge of correlational analysis and regression is important," noted one I/O psychologist from a consulting firm. Most respondents cited basic statistical knowledge (for survey analysis/interpretation) as a requirement, yet not advanced statistics. The need for quantitative skills did vary according to the job, but not many people mentioned an overwhelming need for higher level statistics. One I/O psychologist stated that for employment in his organization, "An understanding of factor analysis is a plus but not a disqualifier."

University: Using the university the applicant attended as a criterion for employment received mixed responses. Some respondents said they did not consider it; others considered it somewhat; and still others made statements such as, "It is the first thing I look at," or "What university they graduated from is probably the most important." The latter respondents acknowledged that a lot of assumptions are based on the school because they know that students coming out of certain universities have a solid research and statistical background. One consultant clarified the question by responding, "Do we look at the school? Yes, in the sense of looking at the faculty there. The school itself may have an excellent overall reputation, but the I/O department there may or may not be turning out good research/students. Likewise the overall reputation of a school may not be as high as the overall reputation of the department." With respect to university as a criterion, there does not appear to be any consensus. However, we did find that many organizations and consultants viewed a balance of psychology and business classes as valuable. In terms of importance of grade point average, virtually every respondent had the point of view that as long as the applicant had the degree, grade point average was irrelevant.

Before we began our interviews, we had some preconceived notions about what we thought were important criteria for organizations to consider. We were surprised to find out that the following criteria were not important to organizations and consulting firms.

established in a specific area to obtain information about a field of interest, find out about possible job opportunities, or to help establish oneself in an area of practice. One I/O consultant told us that graduate students are reluctant to approach others in the field because they do not want to impose on them. He said, "What students don't recognize is that most psychologists want to talk about their jobs, and the exciting things happening in the field. The benefit of networking is that students can obtain information and get to know psychologists established in the field without the pressure of asking for a job. Then, if a job becomes available, the person will remember meeting you and your qualifications." Networking gives students an opportunity to market themselves to professionals in their field.

One way that students can network with colleagues is at professional conferences. Students may join many of the major psychological and business associations such as The Society for Industrial and Organizational Psychology, The Academy of Management, and The American Society for Training and Development. All of these associations have annual conventions that give students an opportunity to network with fellow colleagues.

Develop "People Skills": Perhaps the most important skill any graduate student can develop is strong interpersonal skills. This is perhaps one of the few things that a student cannot learn in any graduate course. According to one consultant, "Interpersonal skills and flexibility are necessary to progress in any consulting firm." All of the people with whom we spoke said that developing communication skills is one of the most important things that graduate students can do to help prepare them for any applied career.

What Criteria Do Organizations and Consulting Firms Use When Hiring I/O Psychologists?

While talking with the consultants and executives, we asked them what criteria they use when hiring Ph.D. I/O psychologists. Applied experience and applicant fit were the most frequently mentioned. Other criteria received mixed or low responses. These will be discussed briefly in order to dispel graduate students' misperceptions. This is not an exclusive list, nor exactly what organizations or consultants are looking for, but these are some common themes we found. The most common deficiencies or misconceptions Ph.D.'s have once entering the "real world" will also be addressed.

Applied Experience: As previously discussed, applied experience is essential. One consultant remarked, "With rare exception, all of the people we hire for consultant positions will need to have worked in an organization." Applied experience, whether internships, practicums, or consulting projects with professors was mentioned as one of the most important criteria for hiring in applied settings. The point of view appears to be that work experience in corporate settings indicates that an individual knows how to act and what to

Research: While research is the most frequently used criterion in evaluating applicants for academic jobs, it appears to rarely be considered in applied settings. Many respondents said it is good to have an understanding of research and applied research issues, in other words, to have it as a foundation, but they weren't concerned with publications or specific research projects unless it directly related to something in the job description.

Teaching Experience: Teaching experience is a measure often used in academia, and understandably so, yet, not a highly used determinant in applied fields. The exception seemed to be training experience. Having previous training facilitation experience seems to be an asset. What is important, and what can be gained from a teaching or training experience, is the ability to present oneself to an audience. One respondent stated, "Teaching teaches some important things that are transferable, but internship experience can be as much or more valuable."

I Thought I Was Prepared For My Career, But I Wasn't?

We posed a question to the survey participants about the most common deficiency or misconception of Ph.D. graduates. We found a variety of responses and some very interesting quotes. These deficiencies also point to additional criteria graduates may consider reviewing.

A common theme emerged: Graduates know the material and content of their field, but lack many skills beyond that. For example, a frequent response concerned writing and communication ability. "Graduates need to learn to get away from 'academic writing style' (managers understand bullet point messages)," noted one psychologist in industry. The ability to talk informally with managers and to 'talk their language' was an additional communication deficiency. Many of the responses can be summarized by this quote, "Too many graduates lack the interpersonal skills, presence, and political sensitivity necessary to be effective in large, conservative corporate settings." It appears Ph.D. graduates need to polish their interpersonal skills and communication abilities when seeking and while on the job.

Another general theme was that Ph.D. students were too theoretical and complex when they needed to be practical and to keep things simple. Often the new employees had a narrow world view. One I/O psychologist remarked, "They don't live in the real world." Another commented, "New Ph.D.'s are often academic purists who have highly developed skills in critiquing research methods, conclusions, etc. but little understanding of the practical realities of conducting field research in for-profit companies." In other words, they are better at questioning than producing. They want to do everything "by the book" or "the way Professor X taught it." "They are very confident in their knowledge but have trouble applying it and adapting their procedures to situations that vary from classroom examples." Another I/O psychologist offered some insight to move beyond the deficiency, "Graduates have a highly

developed set of technical skill and know what should be done. But that isn't the way it always happens in the applied setting. Once they get over that shock they can learn where they can apply what they know in a quick manner without losing the integrity of the process." The realization that things are different in the "real world" would seem to improve this deficiency and help graduates better adjust.

In fact, adjustment and change will be increasingly important for graduate students seeking applied jobs. The field of I/O psychology is rapidly changing and growing as many companies are becoming globally competitive and looking for ways to maximally utilize their human resources. Some of the most frequently mentioned changes taking place are: organizations are using more external consultants, the need to know how to improve the "bottom-line" in business, and the need for I/O psychologists to better link the psychological side and the business side. As one consultant put it "It is a time where I/O psychologists can help the organization help the individuals through change." It is an exciting time to enter the field, but we must be prepared, both academically and socially before we do so.

The Guidelines for Doctoral Training in Industrial/Organizational Psychology

The discussion in this and last month's Student Network column suggests that preparing for a career in I/O Psychology can be a very challenging endeavor. One very important factor influencing how prepared the recent graduate will be for competing in the job market is the training s/he has received in the course of obtaining the Ph.D. Although the content of doctoral training varies from one institution to another, the content is likely to have been influenced by the Guidelines for Education and Training at the Doctoral Level in Industrial/Organizational Psychology. Because these guidelines are meant to be reevaluated periodically, the question of the suitability of these guidelines for the current environment is receiving growing interest given that they are now more than a decade old.

The current guidelines were designed to identify the competencies necessary to begin a career in I/O psychology. Twenty-one areas of competence are described in the guidelines (e.g., Work Motivation Theory, Job and Task Analysis, etc.) accompanied by a variety of suggestions for the means of obtaining these competencies. Although the current guidelines are an improvement over past guidelines that prescribed a detailed program of formal course work, the current guidelines may not focus sufficient attention on the processes of obtaining the competencies described. The last two editions of The Student Network have identified a number of criteria used to select I/O psychologists for academic and applied positions. Two particular criteria stand out as the most consequential: (1) conducting and reporting research and (2) applied experience.

Experience in conducting and reporting research is the most important criterion used in hiring for academic positions in I/O psychology. Additionally, the applied activities of I/O psychology often involve the analytic ability and methodological knowledge developed from conducting and reporting research. Thus, research is an important factor for both the scientist and practitioner aspects of an I/O psychologist's career. Although the 1985 guidelines do describe the competencies of Research Methods and Statistical Methods/Data Analysis, future consideration of these guidelines should explore the processes of conducting and reporting research during doctoral training. Traditionally, the full extent of one's research activities during doctoral training is conducting a thesis and dissertation. However, the contemporary market for I/O psychologists often demands more exposure to research than this traditional model of training provides. Thus, future revisions of the guidelines may need to delineate additional processes of gaining experience in conducting and reporting research. Future revisions could describe a variety of methods for initiating and supporting research, including the behaviors and skills of effective mentors or the characteristics of effective research teams.

Applied experience is primarily important for those graduates desiring a career in an applied setting, but the nature of our science also demands that academicians be knowledgeable of the realities of the organizational setting. Doctoral students typically obtain applied experience through an internship. Some graduate programs have developed relationships with organizations in order to place students in internship positions whereas other programs require their students to find an internship on their own. Some graduate programs have highly structured internships wherein the responsibilities of the student, faculty, and on-site coordinator are explicitly specified whereas other programs have very little structure. It would be beneficial for graduate programs to compare how they go about providing applied experience for their students in order delineate the qualities of a successful internship experience. Future revisions of the guidelines for graduate training might describe a variety of successful internship programs to serve as models for providing applied experience.

The recommendations above are not meant to suggest that future versions of the guidelines should revert to a rigid prescriptive style. Rather, a variety of methods for supporting research and applied experience should be described. By suggesting many different methods of promoting research and applied experience, the guidelines would allow a program to decide on the method that is best suited to its resources and culture.

The Development of Industrial/Organizational Psychology in Turkey

Handan Kepir Sinangil
Department of Management
Marmara University

Turkey is a developing country with a 62 million population. The Turkish Republic was established in 1923, and it is a parliamentary democracy with secular legal and educational systems. Since the establishment of the republic, Turkey has experienced a continuous change and development process in terms of technology, education, culture, and manpower planning. In the last fifteen years, Turkey has made the strides necessary in its transition into a mature industrialized society. This fact was recently acknowledged internationally, when Turkey became the most recent country to be included in a full customs union with the European Union countries. Turkey is currently an associate member of the European Union anticipating full membership by year 2000.

Reflecting Turkey's geographical location, Turkish culture carries the signs of a duality created by the superimposition of Western institutions upon traditional values. Its organizations have shown a continuing interest in adopting modern management practices. Younger managers are extensively recruited from graduates of popular business and engineering schools, the best of which use English as the language of instruction. In recent years, the number of managers educated in the United States has sharply risen. The number of women in mid-management is also increasing rapidly. In areas such as medicine and law, women already hold roughly equal number of positions as their male counterparts.

The purpose of the current manuscript is to review the history of industrial/organizational psychology in Turkey and provide an evaluation of its current status and future. I will begin with a brief history of psychology in Turkey.

A Brief History of Psychology in Turkey

With the proclamation of 1839, cultural and scientific relations between Turkey and European countries (especially France) intensified. Many Turkish scholars were sent to France and other European countries for advanced studies. Several foreign run high schools and, in some cases, foreign institutions of higher learning were established in Istanbul (among them Robert College, an American run high school/college founded in 1863). These "foreign" schools conducted classes in languages other than Turkish, and were

mainly for the selection of pilots for the Air Force. The psychologists among the staff used psychomotor ability tests, attention measures, and personality inventories (16PF) for assessment purposes. Lectures in psychology, education and measurement techniques were also offered in the Military Academy.

In 1970's and early 80's only few psychology departments in Turkish universities offered I/O psychology courses. Today, I/O psychology classes are offered and research is conducted primarily at three universities in Ankara (Hacettepe University, Middle Eastern Technical University, and Ankara University), four universities in Istanbul (Bosphorous, Marmara, Istanbul and Mimar Sinan Universities), and two universities in Izmir (Ege and Dokuz Eylul). Unfortunately, the number of Turkish I/O psychologists with doctoral degrees is less than 10 (4 at universities in Istanbul and 3 at universities in Ankara). The main reason for this is that most psychology departments have shied away from starting I/O psychology programs due to lack of sufficient number of academicians in the field.

However, in early 80's "Behavioral Sciences" graduate programs were started at Colleges of Business Administration often without any I/O psychologists among the faculty. Some of these graduate programs now include I/O psychologists among their faculty. A good example is the Organizational Behavior masters and doctoral degree program offered at Marmara University of Istanbul, where the majority of the faculty are social psychologists and I/O psychologists. Meanwhile, two years ago, Istanbul University Psychology Department started to offer masters and doctoral programs in I/O psychology. To date, it is the only psychology department to offer an advanced I/O psychology degree in Turkey.

Current I/O Psychology Research and Practice

Since there are only a few and very young graduate programs related to I/O psychology (across psychology departments and business schools), research in I/O psychology is quite limited. Graduate theses constitute the majority of research, followed by studies in the traditional scientific approach and the type of research that builds bridge between researchers and practitioners as well as client-initiated projects.

Research in I/O psychology presented at the three biannual National Psychology Congresses held between 1990-1994 provide an overview about the I/O psychology topics investigated. The topics and their frequencies of investigation are presented in Table 1.

To be sure, Turkish I/O psychology of today is still limited in terms of research and educational opportunities. Yet, due to the tremendous rapid societal, organizational, and economic transformations and growth the country is undergoing, demands for I/O psychology work from organizations,

especially from the private sector, have continuously grown. In the late 80's, foreign investment and the number of joint-ventures and multinational companies increased in Turkey. There came a vast change and development in both manufacturing and service sectors (especially banking) which required more sophisticated human resource management, managerial training programs and research. Recent years have also seen an emphasis on internal management training in Turkey. This has especially been true as Turkish industrial firms and banks have successfully opened up to the global markets during the late eighties (Kozan & Ilter, 1994). In short, organizations in Turkey are undergoing an unprecedented change process, in terms of organization structures, strategies, culture, leadership styles, training needs, personnel assessment procedures. In response to this, most organizations have created modern human resources departments.

Table 1
Research topics in I/O Psychology between 1990-1994 in Congress Proceedings

Topics	Number of papers
Job Stress - Burnout	7
Personnel Selection	3
Industrial Accidents	2
Gender Differences Among Managers	2
Types of Power and Group Effectiveness	2
Total Quality Management	2
Decision Making & Decision Strategies	2
Organizational Structure	1
Performance Appraisal Systems & Job Satisfaction	1

Note. This table was compiled from the National Psychology Congress proceedings (1990, 1992, and 1994)

I/O psychology has been called upon to be a part of this change and development process. A survey by Smith, Kalfazade and Gemicioglu (1989) indicated that managers from different sectors favor consultation with I/O psychologists in addressing their human resources problems. Similar to what Katzell and Austin (1992) have indicated in their article about the development of I/O psychology in the U.S., demands from the industry for solutions to practical human resources problems fuel the contribution of I/O psychology to the practice of management.

Recently, I completed a study examining whether managers in companies recognized the functions of I/O psychologists. I also investigated what positions I/O psychologists held in the company (if any), and in cases where there was no I/O psychologist on staff, who was in charge of I/O psychology related functions such as job analysis, personnel selection, training, performance appraisals, etc. The sample group consisted of 144 organizations from five sectors with more than 100 employees. The industries represented were manufacturing (automobile, chemical, electronics, food, metal,

petroleum, pharmaceutical, textile), service (tourism, banking, insurance, marketing, export trade, computer programming), construction, transportation, and health care. A total of 429 respondents constituted the sample (278 male, and 151 female).

Results indicated that 80% of the sample had some information about the scope of I/O psychology. However, the findings indicated that in only 7 companies, I/O psychologists were employed. Several managers indicated that their organizations worked with I/O psychologists as consultants on a temporary basis. Results further indicated that companies turn to lawyers to perform the functions of I/O psychologists in their human resources departments. In other words, it appears that since there are not enough number of trained I/O psychologists area to guide research and practice in organizations, lawyers are employed in a human resources and industrial relations capacity. Overall, Turkish organizations do not have a pool of I/O psychologists that they can recruit from. Therefore, they turn to personnel from various occupational groups to perform the functions of I/O psychologists.

The area of I/O psychology currently receiving the greatest attention from Turkish companies is training and development. In recent years, many professors from business schools have started to offer managerial training programs to organizations. Some organizations also use outside consultants from Europe and the U.S. The success of these foreign consultants have been limited because of their high cost, short length of stay, and lack of knowledge about the culture and the traditions of the country and the work environment. Currently, more than two hundred national/international training centers are now in operation in Turkey. Many management training branches of multinational companies started to join in this enterprise. Unfortunately, today anybody without adequate qualifications can start an I/O psychology consulting business offering training programs and other services. In Heller's terms (Heller, 1991), this has the potential for representing the worst of "Do-It-Yourself Social Science (DYSS)".

A second area that is starting to receive attention is the development or adaptation of personnel selection instruments. Already a number of well known instruments used in the U.S. and around the world have been translated, and adapted for the Turkish language. For a select few of these tests, large-sample norm data, and validation information also exist. Two of the well translated and adapted instruments are personality inventories: Gough's Adjective Checklist and Comrey Personality Scales. In 1994, a large scale project was undertaken to translate, adapt, and equate the Wonderlic Personnel Test to Turkish. A series of studies are underway to establish the Turkish norms, and to establish the translated test's reliability and criterion-related validity (Savran, Ones, Balci, & Deniz, 1996).

Future of I/O Psychology in Turkey

Recently, Turkish Psychological Association established an Ethics Committee to assert the ethical principles of professional psychology, including I/O psychology. The committee, consisting of professors from different universities and professional psychologists, started its work by examining the American Psychological Association's code of ethics and started to adapt the code for use in Turkey. The goal is to develop a national code of ethics for psychologists in line with professional standards acceptable in the rest of the world. This committee is already in action in warning psychologists of inappropriate practices which may cause drawbacks to the development of applied psychology in the country. It is already clear that with regards to I/O psychology, other standards will also need to be established. Hopefully, these will eventually include the Standards for Educational and Psychological Testing, Principles for the Validation and Use of Personnel Selection Procedures, and Instrument Adaptation Guidelines.

Some previous authors have noted that in the past, there has been some misuse of psychology and IQ testing in Turkish school and health psychology (Vassaf, 1982). In preventing such misuses and misapplications in I/O psychology, the above outlined adoption of the ethics code, standards, principles, and guidelines will be the much needed first step.

There are three other things that will need attention if I/O psychology practice and science in Turkey is to develop on strong foundations. First and foremost, the number of appropriately and adequately trained number of psychologists will need to increase. This may be expected to happen in the near future because of the recent favorable educational developments outlined above. Further, newer universities in Turkey have started recruiting younger faculty members, who have earned advanced I/O psychology or human resource management degrees abroad, to initiate graduate training programs. Second, leaders in organizations will need to be further educated that I/O psychology functions require specific training and qualifications, and that individuals from other occupations cannot be substitutes for I/O psychologists. Third, organizations providing I/O psychology consulting services to organizations will need to be educated about not using the principles of "Do-It-Yourself Science" that they have come to rely on. The future of I/O psychology in Turkey depends on these.

What can SIOP members and other colleagues from the US do to help the development of I/O psychology in Turkey? Researchers might consider collaborating with Turkish colleagues on projects of mutual interest. Practitioners should resist the urge to provide short term, single shot, American spun solutions to requests from Turkish organizations or branches of multinational companies. Instead, they might work together with a psychologist who is familiar with the Turkish culture and language. For

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consultants, Turkey is currently the land of opportunity. If a consulting company's development plan includes internationalization, this is the right time to open up a branch in Turkey. However, my advice here is to staff this branch office at least partially with local psychologists and to work in tandem with them in providing services. Finally, I invite all SIOP members to donate unwanted books and back issues of journals to Turkish universities offering curricula in English (before making donations please call me at 90-212-265-8680 or Deniz S. Ones at 713-558-0518 for arrangements).

Turkey is a frontier land for I/O psychology. As in most frontiers, there are tremendous opportunities for I/O applications, as well as for misapplications. I am confident that with the help of my American colleagues, we will successfully pioneer the development of I/O psychology practice and science in Turkey.

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From Both Sides Now:
Academic Tenure—Should it stay or should it go?

Allan H. Church

What is one of the last full employment holdouts in the world of work today? It's not corporate America—even IBM started actually laying people off several years ago (Hays, 1994). It's not the government—witness the recent emphasis on "leaner and meaner" and fewer headcounts throughout every agency. In fact, as my friend and colleague Janine pointed out to me recently, there are only two places left where lifetime employment is a virtual guarantee: the world of academia and the Mafia. In both cases, your job is generally secure until death, unless, of course, you *really* make a mistake.

Let's focus on tenure for the present. It has more relevance to I/O practitioners (I hear, however, that 360 degree feedback is making a splash in the organized crime business). Although only 36% of SIOP membership are currently employed full-time in academic settings, given that 89.8% hold doctorates and another 9.7% have their masters (Howard, 1990), the issues surrounding the tenure debate should resonate with almost everyone. After all, we all have either experienced directly or heard of someone who has experienced one of "those" professors who clearly should not be teaching (for any one of a variety of reasons). Moreover, since the faculty of these institutions of higher learning represent the first line of socialization into the field of I/O psychology, or any other specialty for that matter, the impact that tenure has on both the processes of teaching and research is critical.

Whenever I think of tenure I am reminded of a professor I knew of in college who was anything but exemplary. As a member of one of the student advisory boards, we were often privy to information that was one step beyond general knowledge, although I seriously doubt if most people didn't know what was really happening. At any rate, this fully tenured professor was known by many to teach classes while intoxicated. Between student comments of alcohol on his breath, missing lectures inexplicably, and often jumbling those that were presented, the course evaluations were, needless to say, not particularly positive. Despite repeated requests to have this person removed, the only recourse the faculty of this department had was to relegate the individual to teaching only 1 class per year. Unfortunately, the one course this individual was still "qualified" to teach was still one that was recommended for acceptance into graduate school programs. Thus, while student exposure to this individual was minimized, the situation went unresolved until nature corrected the situation on its own.

Given these issues, and the implications that tenure has for the study and practice of our field, I thought I would solicit others' opinions on the topic. More specifically, the questions posed for this discussion were as follows:

What should be done about the academic tenure system? If you feel it should be revised or abolished altogether please explain your reasoning and what new system(s) might be used to replace it. If you feel that tenure should remain as it is, please explain the reasoning for your decision (e.g., to whom and in what ways it benefits others).

Rather than use my standard method of identifying potential contributors and approaching them directly, I thought I would try the internet instead. Given the sensitivity of the topic, and the potential difficulty in finding individuals who would agree to respond openly to my question, I chose to cast the net as wide as possible and see who would bite. Thus, I posted a request for contributors on both the ODCNET-L and IOOB-L news groups. To my surprise, I received responses from six different individuals including an I/O psychology professor, an external consultant, a political activist, and a travel writer. Five of these presented primarily negative views, while the sixth chose to defend the system for a variety of reasons.

The first contributor is Ted Micceri, Coordinator of Institutional Research for the University of South Florida. Ted provides us with the context for the whole tenure concept and raises some interesting issues about its relevance in contemporary learning organizations.

At least two factors were primary causes of the Tenure concept: First to assure that at least some part of society would have the ability to "freely" comment even in repressive environments, and second, to allow a small portion of society (tenured professors) enough study time to become "Masters" of their subject area. Over the past 50 years, at least three things have strongly influenced the environment in which this historic system functions:

1. The information explosion has caused "Masters" both to have to work harder for mastery and to become masters of smaller and smaller pieces of their subject area. Whereas the psychologist of 1900 may only have to read the equivalent of 10 treatises a year to keep up with the entire world's research and development, today's psychologists may have to read 10 treatises per week to do the same. Masters must specialize to reduce their workloads to a "reasonable" level. Such specialization changes the very nature of "faculty."

2. The number of students attending higher education, and therefore, by necessity, the number of faculty, has increased geometrically over time as a portion of the population. Whereas only 5% of high school graduates in 1900 attended higher education institutes, the High School and Beyond Study on the 1982 high school graduating class found that 66% of them had attended college within eight years. The cost of having enough faculty to teach this multitude is greater than society can bear if most are tenured.

3. Technological developments and a constantly changing world environment have resulted in rapid world-wide communication and considerably greater

personal mobility throughout society, and especially among Experts. The rapid development of communications technology makes it considerably more difficult for even the most repressive socio-political environments to control protesting voices. This effect, to a large extent, reduces the need for a primary underpinning of Tenure: the freedom to write and speak openly.

Of course, as the information required for mastery has increased, and because promotions and tenure are usually based on high status research, the time the average tenure-earning professor devotes to teaching has necessarily dropped. As awareness of this phenomenon has spread, effects such as the University of Utrecht's (Netherlands) tripartite advanced graduate degree have appeared. Students there now work toward one of three degrees, a traditional research degree, the Ph.D., a teaching oriented degree within a subject area, the THE (which is theoretically of equal status to the Ph.D.), or both (this we assume will be of higher status than either of the others). Of course, steps such as this only deal with one problem, the lack of effort devoted to teaching. Societal costs and "freedom of speech/writing" suggest that the following effects, which have been increasing steadily over the past 20-30 years, will continue their growth:

1. Increasingly greater numbers of students will study with Experts, rather than Masters, particularly at the introductory levels of higher education. This effect is clearly visible in the huge increase of community college enrollments and in the steadily greater use of adjunct faculty and graduate students to teach lower-level courses at major universities around the nation.

2. Tenure as an institution will be under increasing fire, as the monies that formerly supported this group are spread to a wider base of students. Over time we should expect:

a) That only the upper levels of undergraduate and most of graduate education will be handled by tenured faculty.

b) That institutions will become increasingly diverse, with some oriented toward instruction, some research, etc.

In view of the preceding, we can be sure that over the next several years, those who wish to "profess" will experience the Chinese curse: "May you live in interesting times."

Royleen White, an external consultant specializing in organizational improvement and team development, questions the nature and purpose of tenure itself. Her critique is short and to the point.

Academic tenure does not encourage professors to be "learners." Once they receive tenure, many declare themselves "learned," and they often stop learning altogether. James O'Toole has compared tenure to a drug or alcohol, at first medicinal and later addictive and destructive. He has renounced his own tenure at the University of Southern California and claims to have witnessed the transformation of the American Associates of University Professors from a professional association into a labor union.

Others have suggested that tenure still allows for termination for cause; however, as I understand it, a tenured professor can not be terminated unless he/she has committed some egregious evil. The tenured individual essentially has a job for life.

It strikes me that the tenure problem gets at the heart of the purpose of higher education. Does the university exist to prepare people to contribute to society? To teach them how to think critically? To write? To communicate and to problem solve? Or is the university here to promulgate research? Do we need so much self-indulgent inquiry? If this research benefits corporate America, perhaps it should be footing the bill. Some would argue that corporate America is already footing the bill—with grants, endowments, bequests, and sponsorships. However, few would argue that considerable university research is funded by the good old American taxpayer.

That taxpayer is "tapped out," and in no mood to continue increasing the investment; let's face facts: most people despise government these days. The taxpayer has witnessed (or perhaps been the victim of) right-sizing, down-sizing, and just plain brutalizing. The taxpayer has had to answer not only "How do you add value to this business?" but also "What have you done for me lately?" A tenured professor doesn't have to answer those questions. And in the last half of the last decade of the twentieth century, with American competition in the global economy at risk, that makes no sense.

Tenure should be abolished, and replaced with a contract system that enables university administrators to link desired outcomes with each professor's contributions.

In a similar vein, but in greater detail, are the following comments provided by an Assistant Professor of I/O Psychology who would like to remain anonymous. His chose to summarize his comments using the following points:

1. The purpose of establishing the tenure system was to protect academic freedom of professors. The basic assumption was that the professors will use their academic freedom to realize some individual goals that are consistent with organizational goals, and for some reasons they could be terminated for doing so. A big area for discussion is what type of goals belong here.

2. What social norm lies behind the idea of establishing a tenure system? It may be surprising to realize that it is the equality norm that is not much heralded in this culture.

3. Who deserves to be protected by the tenure system? Only those people who have individual goals that are congruent with organizational goals, should be protected. One could argue that most tenure reviews are not assessing and considering this issue.

4. Who needs to be protected by the tenure system? My guess is that very few professors need such protection. I looked around my department, and

concluded that out of 32 professors, maybe one would need such protection but there is no problem, s/he was already denied tenure and is on a non-tenure track. It would be interesting to survey our colleagues around the country to find what is the predominant perception about this.

Paradox 1: If the famous "publish-or-perish" rule is the indispensable heuristic to obtain tenure, then tenure, in fact, quite often curtails academic freedom. It is not a secret that the more innovative, the more ground-breaking, and the more controversial that one's research is, the more difficult that it is to publish it.

Paradox 2: If the research on work motivation makes any sense, then it is obvious that some faculty members will lower their effort under low instrumental rewards and/or punishments. The paradox here is that the tenure system that should increase accomplishment of organizational goals can, in fact, work in the opposite direction.

Paradox 3: There are at least two motivations to get rid of and/or to reform the tenure system. Some administrators copy their counterparts in the business world and only want to replace higher-paid tenured faculty with cheaper, beginning assistant professors. Some faculty members and, I hope some administrators, see the problems with the tenure system as it is and would like to replace it with a better system of protecting academic freedom. The paradox is that these different motivations to eliminate tenure should come with different solutions.

Paradox 4: In the US, with some exceptions (e.g., public school teachers), only university professors enjoy the safety of tenure. If universities are there to serve their communities, the tenure system can exacerbate the problem of elitism and detachment from their communities.

In general, it would be probably be very difficult to replace tenure with another system. The discourse and actions that have been taken around the country suggest that the tenure system is only a small part of the struggling academe. If this is true, any changes to the tenure system should involve more global changes in university organizations. In conclusion, it's time to start treating students as members of our organizations and not only as customers who got stuck with us.

Vasos Panagiotopoulos, a conservative activist and businessman, sent me his comments on the education process in general. From this material, I culled the following points of his regarding tenure. Although brief, his observations are interesting nonetheless:

At Ivy universities, professors are so engrossed in federal research that they give mixed-matched old exams (for which there is a black market). In many European universities, the education process has already degenerated to only examinations because there is not enough room in the classes for all the students. And as others have shown, today's professoriate is more interested in grants and bizarreness than in teaching (hence superfluous?) students. Many university students report that those

who attend fewer classes get better grades because they stay home and study: Then why make them pay for the faculty? Paraphrasing Barzun: Junk education and junk research to go with junk bonds and junk mail?

What is outrageous is that academicians like Charles Handy, Tom Peters, and Peter Drucker, rather than being ashamed of the decrepitude of the university feudal system, demand, in works such as *Age of Unreason*, that it be extended to the workplace; the university is one of the last surviving bastions of feudalism, and the Reagan Revolution which brought down the Kremlin walls must finally be allowed to demolish the tenured professoriate's paranoid delusions of grandeur that seek the public pay them tribute in the form of grants!

It is obscene to hear professors condemn supposed corporate short-termism and greedily high salaries when they insist that university investments (even internal venture capital) provide maximum annualised returns and that they seek ever-higher salaries for themselves, their administrators and their lobbyists: instead of behaving like paranoid dictators accusing supposed "immorality" for the failure of their hare-brained schemes—instead of "teaching" ethics—they should teach by example, for the sad state of societal ethics today is primarily the fault of the professors' hypocritical example. We can ill-afford to allow faculty who reserve the right to be both absent-minded and stubborn to continue pretending to teach our future leaders justice and competitiveness.

Doug Dylan, currently a nationally syndicated travel/humor writer and author of "How to Survive High School with Minimal Brain Damage," provided his reflections on the utility of the tenure system.

Tenure, with all that it implies today, is about as beneficial to college students as a psychotic with a machine gun on the roof of the admissions office. Before I begin my assault on tenure, I must define a few parameters:

1) I believe that communicating with a class of students and compiling a bibliography are two entirely different skills. Research skills and teaching skills are as similar as football and baseball and should not be linked as such. Teaching and research are both academia just as football and baseball are both athletics. Those who can achieve both at the highest level are as rare as a Bo Jackson.

2) A Ph.D. trains someone to teach a class like an astronomy course trains someone to pilot the space shuttle. Therefore, to find exceptional teachers under the current system, you have to recruit. There is no way to know if a teacher is exceptional, however, by looking at a résumé. With a résumé, you can only find exceptional researchers, which is exactly what we have been doing. There should be scouts traveling around the country questioning students about top teachers and then attending their classes. For teacher recruiting, high schools and junior colleges may act as a "minor league" for the high-powered teaching institutions.

3) I support a divided profession of academia: teaching professors and research professors. Teaching professors will, to get their degree, have to study and practice the techniques of teaching. Research professors will, to get their degree, have to learn how to get grants and learn how to look at what society needs so they can provide research accordingly, not just research what they feel like researching. Teaching is often boring and difficult for researchers. If their real skills lie in research, let's not burden them with students. To get the best out of each person, these skills should be separated.

4) You do not need to be pushing the frontiers of thought in order to teach along those frontiers. Once Columbus discovered America, any navigator could find it (go west!). Once Einstein invented the theory of relativity, others could explain it. Once the information is out there, you don't need the original thinker to teach it. A good teacher stays abreast of his/her field and should be able to explain what is happening along the "cutting edge."

5) The best teachers should be concentrated in the lower level courses, where students are trying to discover for themselves if this is a field they should pursue. They are often not yet motivated about the field and don't know enough about it to pursue things on their own. Because this is an introduction, we want to put our best foot forward.

6) A Ph.D. is not necessary for teaching many courses. We have gotten hooked on attracting PhD's because accreditation firms like it and, thus, US News & World Report began to chart it, which increased its importance. I took a Calculus 101 course in high school, and then again in college and I learned much more from my high school teacher who was both more challenging and more enthusiastic.

Now back to tenure. The most incredible thing about tenure is that the definition has changed so much. Most know its original meaning as a shield for those who possess unorthodox views, specifically for the social sciences. Today, it implies a sort of untouchability for all faculty who can attain it. Academic freedom is the major issue here and let me start by saying that I hold it more highly than most. In fact, I want to extend this academic freedom not only to tenured professors, but to every professor, from the instant he or she signs the contract. Grant freedom to possess unorthodox views to all faculty members. It does not, I remind you, in any way, protect a professor from the standards of teaching excellence adapted by that institution.

Publish rubbish or perish—even in the theoretical world of academia, people need quantitative things to point at. Research is on paper and you can point to a stack of papers and say, "look, I did that" and people will know what you're talking about. The papers don't actually have to say much, and they often don't. And even if they did, few actually read it. It's often just important that there are a lot of pages. In a quest to

produce pages, researchers will often forgo a long-range, say, eight-year project because it won't produce enough paper. Teachers don't have to point to anything quantitative in teaching. The closest thing to quantitative results are student evaluations, and most colleges don't place much weight on them. For tenure to crack, it will have to be a movement of the students. Tenure does not prevent, but does not encourage exceptional teaching.

The classroom is for the students. The students are paying for a service—to be taught. The faculty too easily lose sight of this, often because no one does anything to enforce it. They get these weird schemes floating around that students and/or their parents have an obligation to support whatever sort of research they deem relevant. After all, they are furthering the thinking of mankind. In fact, most professors are furthering the thinking of mankind like my grandmother is forwarding rap music. Some profs are genuinely pushing the frontiers of thought, but the rest are trying to fill pages of academic journals that only a few colleagues read and books that even fewer read to achieve that holy-of-holies—tenure.

Professors are the very people who set up working models to analyze political, scientific and economic situations. Tenure, however, would never survive such analysis—it can only survive in academia, where people don't strive for excellence, as they expect us in the classroom to do, they strive for security.

And now for something, completely different. Stephen Guastello, Associate Professor in the Department of Psychology at Marquette University, was the only contributor to actually take a positive stance toward the notion of tenure.

Why the Tenure System Should be Maintained

The function of the university is to preserve, reorganize, transmit, and discover the knowledge base accumulated by the culture, both locally and globally. The discovery aspect, i.e., research, did not gain the prominence that it has today until the 1930s, that is, until nearly 400 years after the establishment of the major Renaissance universities. Although many aspects of the tenure debate may rightly center on research quantity and quality, the totality of the university function cannot be ignored when considering the broader question of whether the tenure system should be retained or dismantled.

One might reasonably ask whether the tenure system, which guarantees employment after certain qualifications are met, serves to reinforce lack of research productivity, and thus whether it would be better for research if the tenure system were dismantled. There are two parts to that answer: One is "no" with respect to the existing body of knowledge concerning creativity and innovation. The other is "no" with respect to a university's utilization of its resources. In each case there is a decision concerning the relative merits of each potential project in terms of the certainty and size of the potential payoff. Without tenure, the natural

proclivity in the face of risk to employment is to forego risky long-term involvements in favor of more immediate publication of less important material. If risk to employment from capricious political behavior of administrators and peers were to be extended to everyone, then the products of university science would amount to no more than drivelous essays about the pimples on Pavlov's nose. Long-term visionary thinking of scientific value would be more rare than it is today.

At recent meetings of the Society for Chaos Theory in Psychology & Life Sciences (SCTPLS), discussions about tenure have spontaneously emerged. We note that the majority of participants fall into two major categories: tenured professors and graduate students. The tenured claim that tenure was highly necessary to support their efforts. The graduate students are adventurous and seek to participate in this burgeoning area of science. They commonly report, however, that professors who are interested in their pursuits are scarce; thus they look to the professional organization for what is missing in their home institutions.

Even if one were to catalog the tenured professors who were not productive, and research and eliminate those who were involved in a bona fide high risk long term project, there would still be a bunch left over. However, according to an article reported in the Providence Journal Bulletin this summer, tenured professors nationally report that they work 55 to 60 hours a week. This is hardly the aggregate behavior of "deadwood." I propose, therefore, that if there are any underutilized professors among the ranks of the tenured, that is only the result of myopic management and perhaps a reward system that promotes myopia.

It would be a shame, if not collective stupidity, for faculty to relinquish their tenure and the tenure system. I have met several business people who remark, with a dab of drool at the edge of their lower lip, that the information economy is some kind of gold mine—an infinite renewable natural resource. Indeed it would be wise to contemplate this assertion. There is some merit to the natural resource analogy. More specifically, the university system and its knowledge service capabilities today is the compounded result of over 400 years of work before we even include the contributions of the Ancients. What does industry do when it encounters an ancient forest of hardwood? It cuts it down and turns it into coffee tables. The ancient forests are mostly gone now, and in their place are the tree farms. The university is analogous to the ancient forest. Dismantling its long term maintenance function by replacing tenured professors with transients is analogous to cutting down the forest and selling it off. No one on earth has offered a clue to how to plan an "information farm" in place of a devastated university system. Once the university resource is devastated, it will take enormous resources to reconstruct it. Alternatively it will become a shadow of its former self, highly unstable, and susceptible to any corporatist or political whimsy that might present itself as a form of "help."

Meanwhile, the future generations would have a very difficult time obtaining anything resembling an education, whether they have the tuition money or not.

It should be clear from the foregoing essay that the idea of dismantling tenure is not good for most parties involved. Tenure is a protection of academic freedom, and the threats of the future are no less great than the threats of the past. Tenure supports long term maintenance of the university system as well as high risk ventures to discover new knowledge. Dismantling tenure will only stifle discovery, lead to the extrication of the universities' best human resources, and cause irreparable damage to the system as a whole.

So what can we make of all this? Well, if this discussion were a democracy, tenure would be history. Not that there is too much in the way of proposed alternatives, mind you, but the general feeling among contributors is that tenure does not protect the right things while it reinforces the wrong things. While there are many teachers and researchers who are well deserving of tenure and all that it confers, the fact is, that these are the people who need it the least. One of the reasons that so many people are down on tenure (and this applies beyond the present set of contributors), is that they have personally experienced at one time or another the dark side of tenure. Whether it's exposure to an intellectual burnout, rejection from the tenure process itself, or the pursuit of an "acceptable" research agenda, the image of a tenured professor has clearly been tainted in our eyes. Moreover, in many business circles (as some clients have been known to comment) tenure reinforces the negative stereotype of academics as "pie in the sky" or "ivory tower" types. Tenure, in their minds, often extends the distance between research and application, by not holding academics accountable for the contribution of their research to the real world.

One potential solution to this problem is the idea of term limits. If they can do it in the government, we can do it in the hallowed halls of academe. If your limit is up at University X, you move to University Y where your past credits can be applied, pending a review of course. At the very least, why not develop a formal contract describing a "continued tenure" process that delineates what types of papers need to be published where, what levels of teaching excellence will be required and how they will be measured throughout the person's academic career instead of just in the early stages? If the terms of the contract are not continually met at regular review intervals, the professor is simply released. While such a system might wreak havoc on the existing institutional systems, it has possibilities.

I would like to thank Ted, Royleen, the anonymous contributor, Vasos, Doug and Stephen for their contributions to the present discussion. Special thanks to Janine Waclawski for helping me put this issue together—soup to nuts. Although I don't have lifetime tenure in my present job, I'm sure I'll be

here at least through the next issue so send your comments, reactions and ideas to me at W. Warner Burke Associates Inc., 201 Wolfs Lane, Pelham, NY, 10803, (914) 738-0080 or fax (914) 738-1059, e-mail AllanHC@AOL.COM.

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Biographies:

Ted Micceri holds a Ph.D. in Educational Measurement, an M.A. in Social Gerontology, and B.A.s in Philosophy and Slavic Languages and Literature. For the past three years he has worked as an Institutional Researcher at the University of South Florida, Tampa, Florida. He has worked for the state of Florida's DOE and USF's College of Education.

Royleen White is a principal of Rolyeen White and Associates specializing in organizational improvement, facilitation, and results-oriented team development. She began her consulting practice more than ten years ago and has experience in local government, as well as technical expertise in training, organizational development, and group facilitation.

Our anonymous contributor is an Assistant Professor of Industrial/Organizational Psychology in a Department of Psychology at a U.S. University. He has conducted theory-based research (on groups and work motivation) prior to applying for tenure, and was punished for it.

Vasos Panaglotopoulos is an conservative activist and businessman. A Columbia alumnus and former NY Federal Reserve analyst, he is listed in Marquis' *Who's Who in Finance & Industry.* His columns have appeared in the NYC Tribune.

Doug Dylan graduated from Colorado College with a degree in Political Economics and is the co-author of *How to Survive High School with Minimal Brain Damage* (1988). His experience includes: Assistant Talent Coordinator "Late Night with David Letterman"; Editorial Asst. *Spy Magazine;* Asst. European Sales Manager *The New Yorker Magazine.* He is currently a nationally syndicated travel/humor writer.

Stephen J. Guastello is an Associate Professor in the Department of Psychology at Marquette University in Milwaukee. He received his doctorate in I/O psychology in 1982 from the Illinois Institute of Technology. Currently, he is president of the Society for Chaos Theory in Psychology & Life Sciences.

Integrity Testing Through An Alternative Lens:
A One Act Play

Dan R. Dalton and James C. Wimbush
Indiana University

That integrity testing has been subject to controversy is apparent in a number of forums[1]. The Office of Technology Assessment suggested that there are insufficient data to evaluate the assertion that integrity tests predict dishonest behavior (US Congress, 1990). A task force of the American Psychological Association (APA Task Force, 1991) concluded that such tests have demonstrated useful levels of validity. Recent meta-analyses reached alarmingly different conclusions regarding integrity test validity. One (Guastello & Rieke, 1991) finds such testing to be wholly without merit; another (Ones, Viswesvaran, & Schmidt, 1993) is generally more supportive.

We, with tongue somewhat in cheek, provide a vehicle which we hope will illustrate an alternative lens to view certain issues attendant to the sometimes rancorous discussion regarding the efficacy of integrity testing. The issues raised in the following "play," while by no means exhaustive, do capture many of the elements that animate the debate.

Integrity Testing Through An Alternative Lens: A One Act Play

Symposium Chair: Ladies and Gentlemen, welcome to this symposium on the effective selection of faculty members. With us today are over 150 Deans of schools of psychology and business. Allow me to introduce Vincent Vendor of Superior Selections, Inc., who will describe a new product, the No Tenure Detector, NTD.

[Applause] *Vendor:* There are high costs associated with faculty selection errors, those not receiving tenure. Superior Selections, Inc. is the leading provider of written integrity tests that enable companies to selectively hire employees with fewer propensities towards theft in the workplace and other dysfunctional behaviors. Our new product, NTD, is a departure for us as it does not address these dysfunctional behaviors. Instead, it has been developed to identify those prospective faculty members who ultimately will not be tenured. The NTD, at the preemployment stage, identifies candidates with a propensity not to be tenured. I encourage you to adopt it for use in your institutions. Questions or comments, please?

Dean A: You provide a written instrument that our applicants complete. We return these to your company and you provide recommendations regarding who is more likely to not receive tenure. Is that essentially correct?

[1] For recent discussion on integrity testing from a variety of perspectives see References at end of article

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Vendor: Yes, but we do not advise that you base this decision solely on the NTD recommendation.

Dean A: Understood, but you realize that a "low probability of tenure" recommendation would weigh very heavily; indeed, it might overwhelm other indicators.

Dean V: Are you concerned about adverse impact for the NTD? All of us share a concern to provide opportunities for those of all races, ethnicities, and gender among other factors.

Vendor: We have established that the NTD does not result in adverse impact.

Dean W: Is there documentation provided by someone not associated with your industry independently examining the adverse impact issue?

Vendor: No. Critically, however, the NTD provides an assessment of candidates' tenure probability based on a number of empirically verified factors. The NTD is based on candidates' self-reported attitudes about tenure, attributions about the tenure process, and means by which others may have received it. Also, certain elements of candidates' personality are associated with tenurability, as are reactions to hypothetical situations. In addition, there are relationships between tenurability and what we refer to as "veiled purpose" questions. On their face, such questions would not appear to be related to tenure at all.

Dean T: If NTDs are reliable, is it possible that a given candidate might repeatedly "fail" as he or she continued to try to find a faculty position?

Vendor: Absolutely. This is exactly what you would expect. This, however, would not affect your legitimate interest in employing only those with reasonable prospects for tenure.

Dean V: Broken bathroom scales may be reliable, just not accurate. Do NTDs have demonstrated validity assessed by individuals not involved in your industry?

Vendor: Absolutely. There are dozens of studies clearly establishing NTD validity. Moreover, a series of independent reviews provide support for their validity. Most recently, a meta-analysis of NTDs concluded that average validity may be on the order of .5.

Dean V: Permit me a quibble. The reviews and meta-analytic work have been conducted independently, but the work on which they are based was conducted by vendors?

Vendor: That is correct.

Dean V: Given the .5 validity level how many applicants would not be hired because your company said they were not tenurable when, in fact, they actually were?

Vendor: False positives are a function of instrument validity and the base rate of a phenomenon. If 50% of your candidates are not tenurable, for every person who is accurately designated as nontenurable there will also be one inaccurately designated. Suppose that the base rate were 25%; then, for every person accurately designated there would be three who were not.

Dean V: In the latter case, are you saying that the "cost" of correctly identifying and not hiring one nontenurable person is denying employment to three persons who would have made tenure?

Vendor: Yes, but remember that the actual effect on you is essentially moot when organizations enjoy the 100:1 or greater candidate to job ratio typical of your institutions.

Dean V: Is it true that NTDs have been severely criticized for their generation of false-positives.

Vendor: Yes, but that criticism is misplaced. Any NTD with non-zero and non-trivial validity is superior to no NTD at all.

Dean V: That argument is unassailable only if the sole criterion for the evaluation of a selection procedure is to reject as many potentially unsuitable faculty members as possible. It must also be assumed, however, that there is no cost for the rejection of suitable employees who are tenurable. Or, alternatively, if there is such a cost, it is not one properly borne by the institution.

Vendor: That's right.

Dean W: Is it true that a recent meta-analysis concluded that NTDs have trivial or zero validity?

Vendor: Yes.

Dean S: Let's revisit the "non-zero validity is better than none" perspective. The Employee Polygraph Protection Act essentially banned polygraph use for private sector pre-employment selection. The "non-zero validity" argument was not probative in that case?

Vendor: Apparently not, but the movement to ban pre-employment polygraph testing took several decades to reach its objectives.

Dean T: Would you anticipate that most faculty candidates would react very badly to being told that they were not employed based on the results of an NTD?

Vendor: Perhaps, but on advice of counsel, I strongly suggest that you don't tell them. Your institutions routinely decline to provide this information. Whatever the actual reasons may have been, the briefing is likely to be a euphemism on the order of "While we admire your credentials, there is not a good fit...."

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Dean T: Agreed, but a person who does not "fit" at one school may fare nicely at another. Can we agree that to be classified as nontenurable is almost certainly stigmatizing?

Vendor: Conceded, one more reason not to tell them specifically why they weren't hired. Any other questions or comments? [There are none] I will be delighted to privately discuss NTDs with any of you. We can minimize the cost of selection errors. I hope many of you will allow us to do just that.

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Work in the 21st Century: Implications for Job Analysis

Karen E. May
Human Resource Solutions

I received a terrific response to last issue's call for your ideas and work in the area of job analysis for the changing world of work. Clearly, this is an area in which there is need for change in the way we practice I/O psychology, and many of you recognize new ways job analysis can provide value to organizations. In this column, I will address four questions that seem to capture new thinking about job analysis.

Do we need job analysis anymore?

The primary question related job analysis in this new world of work is whether job analysis is still relevant as a descriptive tool. Traditionally, job analysis provides detailed information regarding tasks and activities performed in a specific job. Often this information is used to document job boundaries and assign tasks and responsibilities. The resulting products, namely job descriptions and job specifications are then used to inform human resource functions such as selection and performance management. Job analysis captures the content of jobs as they are described at one point in time. What happens to the usefulness of this technique when the content of jobs changes, sometimes frequently?

The reality is, jobs can change rapidly and organizations need maximum flexibility. The more jobs change, the less value there is to gathering data that will need to be collected again in the near future. The shelf-life of job analysis results is only as long as the duration of the current job configurations. Thus, traditional job analysis practices are found lacking in light of changes in the nature of work, such as decreased specialization and shifting or shared work assignments (Morgan & Smith, 1996). Job analysis forces boundaries to be drawn, which creates a result that is inconsistent with new management practices, including cross-training assignments, job and task rotation, self-managed teams, and increased responsibility at all organizational levels (Carson & Stewart, 1996; Sanchez, 1994). Additionally, given the nature of business today, the assumptions upon which job analysis was built may no longer hold true (Sanchez, 1994).

The answer to the first question is a qualified yes. Job analysis will continue to be useful if: 1) organizations consist of jobs that are structured around specific tasks and are relatively stable, 2) organizations are collecting data for the purpose of legal compliance and defensibility, and 3) organizations can use modified approaches to job analysis to capture new forms of work, as described below.

Is the purpose of job analysis changing?

The purpose of job analysis, defined broadly, is to collect information about the work performed within an organization, and this purpose remains unchanged. The specific uses of job analysis information, however, are different today. Beyond the creation of job descriptions and job specifications, job analysis information will be used to identify future staffing needs (Morgan & Smith, 1996) and enable teams to maximize their work process efficiencies (Sanchez, 1994). In his work on job analysis for the future, Sanchez (1994) suggests a shift in name from job analysis to *work analysis*. Use of the term work analysis implies clearly the change in purpose of job analysis: the description of work regardless of how it is distributed across specific positions. Sanchez describes a number of ways in which work analysis can be useful in responding to emerging business trends, such as using work analysis to design skill-based pay programs, to facilitate organizational readiness for the future, and to identify task interdependencies and workflows.

Do our job analysis methods need to change?

Yes. The tools commonly employed in analyzing work (e.g., interviews, observations, questionnaires, SME workshops) will continue to provide us with the information we need, however, the way in which these tools are utilized is clearly changing. For example, one methodological enhancement to job analysis involves including different sources of information when gathering data about work. Whereas a traditional analyst would go to job incumbents and their supervisors, new style analysts will include customers, technical experts, and the people designing the work of the future in their analytical process.

New job analysis methods include techniques for describing the work that will be done in the future. Fogli, Goldberg, and Landis (under review) describe a method for learning about future work by understanding planned changes to jobs, working with the people planning the change, and working with people performing similar tasks now in order to identify the critical tasks and requisite KSAs of the future.

Another new approach focuses on the attributes required by the tasks and the organization rather than the tasks themselves. Morgan and Smith (1996) recommend using work analysis or the critical incident method to identify attributes that cut across tasks and specific job assignments, and are required by the broader organizational culture.

Still another approach shifts the focus from specific tasks performed to clusters of tasks called work functions (Shankster, Cawley, Olivero-Wolf, & Landy, 1995). Work functions are more likely to be long-standing units of work, even as the narrow tasks that make up those clusters change. In their work, Shankster et. al. start with a traditional work analysis questionnaire, then factor analyze responses to identify clusters of co-occurring tasks. These

Journal Impact Ratings

Bill Starbuck and John Mezias

Editors note: These impact ratings were recently posted on the Academy listservs. Bill was kind enough to let me reprint them in TIP. I edited the original list of 359 down to the top 100 articles, plus those I believe would be of most interest to TIP readers.

Here, once again, are the business-related journals ranked by citations per article.

In SSCI Journal Citation Reports, the Institute for Scientific Information summarizes the bibliographic citations in social science journals. Among other statistics, this summary reports impact factors. An impact factor is the average number of citations received in one year by the articles that appeared during the two previous years;

$$\frac{\textit{Citations in year t to articles published in t-1 or t-2}}{\textit{Articles published in years t-1 or t-2}}$$

For example, the 1990 impact factor for Psychological Review is the average number of citations during the year 1990 to articles the Review published during 1988 or 1989.

The attached list gives estimated citation rates for 359 journals of interest to business scholars. The list is long partly to accommodate the interests of different people, and partly to create a context for focal journals.

The numbers are estimates based on the data from 1981-1993. Because the raw data include random errors, smoothed data are generally more accurate. Also, the most recent figures are two years old, and strong trends have likely continued during the last two years. Thus, I have used exponential smoothing both to remove some of the random errors and to extrapolate the data up to 1995. That is, the listed numbers are the citations each journal would have during 1995 if the 1988-93 trends have continued through 1993 and 1994.

Exponential smoothing gives more weight to more recent data. I varied the smoothing coefficients while comparing the actual outcomes for 1990 with estimates generated from the 1981-89 data. The smallest average errors occurred when (a) estimates of the current values give 50% weight to the most recent observation, 25% weight to the next most recent, 12.5% weight to the third most recent, and so on, but (b) estimates of trends give nearly equal weight to every observation. The estimates for 1995 use such weights. Because the raw data have a lognormal distribution, I made all computations with logarithms.

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work functions are then grouped together to form jobs or to depict the flow of work through the department or organization.

We are also seeing new tools, such as flowcharting, utilized in the collection of work information (Sanchez, 1994). Flowcharting enables analysts to connect the work performed by multiple people, rather than limiting their scope to within the boundaries of a single job.

How can job analysis increase the effectiveness of organizations?

Job analysis (or work analysis) is useful when it provides information that informs organizational change and work effectiveness. Ironically, job analysis may be most useful in a work world that does not include jobs, because the information it provides may enable *more* effective design and management of work processes. Job analysis information is the raw material that is essential to build new work processes and create efficiencies that cannot emerge any other way. This much-maligned tool holds great promise for the future of organizations if we seize the opportunity that presents itself.

Now for some logistics. Given the publication cycle for **TIP**, some of you received your last issue shortly before the publication deadline for this issue. In order to increase the time available for you to contact me with your ideas and articles, I will begin listing the topics for the next two columns. In the next issue of **TIP**, this column will address issues related to managing performance in the changing workplace, the following issue will include a discussion of implications for compensation practices. Contact Karen May with your ideas and/or papers at Human Resource Solutions, 61-F Avenida de Orinda, Orinda, CA 94563, Phone (510) 253-0458, Fax (510) 253-9432, or E-Mail HRS2000@ix.netcom.com.

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What Do Citation Rates Mean?

Citation rates measure visibility. They do not measure quality or intellectual rigor as such. Journals low on the list may publish high quality articles or uphold rigorous standards, but people rarely cite the articles published in these journals. (One of the journals I find most interesting is near the middle of the list.)

Journals with larger circulations tend to receive more citations.

American journals tend to get more citations than foreign ones, especially ones in foreign languages. These lower citation rates afflict even British journals that have high standing in the United Kingdom, such as the British Journal of Psychology and the Journal of Management Studies.

Citation rates incorporate systematic biases arising from the bibliographic practices in different fields. For example, articles in applied psychology or management cite around 23 references on the average. Articles in educational psychology or social psychology cite around 29 references each, and articles in the general psychology category cite around 35 references each. If articles cited only other works in their own category, articles in general psychology would receive half again as many citations per article as those in management. This is roughly what happens. Articles in general psychology average 1.2 citations, those in educational psychology .8 citations, those in social psychology .6, and those in applied psychology or management .5.

Therefore, I have also listed estimates that adjust for differences across subject areas. These adjustments take account of both the average numbers of citations per article in each area and the average numbers of references per article in each area. However, I have designed these corrections to remove only half of the average difference between areas.

Rank Journal	Estimated Citations per Article in 1995 (based on 1981-93)	Estimated Citations Allowing for Area Norms
1 Economist	9.804	9.605
2 Psychol Rev	7.366	5.199
3 Annual Rev of Psychol	6.845	4.831
4 Psychol Bull	5.518	3.895
5 J Economic Literature	5.460	5.349
6 Admin Science Quart	5.404	6.109
7 Amer Psychologist	4.644	3.278
8 Academy of Mgmt Rev	3.954	4.470
9 Academy of Mgmt J	3.844	4.346
10 Environment & Planning D	3.739	5.389
11 J Abnormal Psychol	3.311	2.337
12 J Political Economy	3.275	3.209
13 Personnel Psychol	3.186	3.379
14 J Marketing	3.080	3.760
15 Quart J Econ	3.016	2.955

Rank Journal	Estimated Citations per Article in 1995 (based on 1981-93)	Estimated Citations Allowing for Area Norms
16 Rev Educational Resrch	2.857	2.918
17 Brookings Pap Econ Activity	2.796	2.739
18 J Finance	2.758	3.330
19 J Mgmt	2.695	3.046
20 Amer Sociological Rev	2.678	2.341
21 J Conflict Resolution	2.666	2.785
22 J Personality & Social Psychol	2.556	2.486
23 J Occupational Psychol	2.436	2.584
24 Reading Resrch Quart	2.406	2.073
25 J Marriage & Family	2.387	2.086
26 J Consumer Resrch	2.370	2.893
27 Econometrica	2.267	2.299
28 Harvard Business Rev	2.259	2.554
29 Ethology & SocioBiology	2.211	1.932
30 Philos & Public Affairs	2.206	1.928
31 Psychosomatic Medicine	2.191	1.546
32 Resrch in Orgnl Behavior	2.101	2.542
33 J Applied Psychol	2.095	2.222
34 Child Development	2.086	1.797
35 Amer Political Science Rev	1.984	1.793
36 J Experl Social Psychol	1.916	1.588
37 Economics & Society	1.910	2.311
38 J Vocational Behavior	1.874	1.987
39 J Environ Econ & Mgmt	1.870	2.047
40 Amer J Sociology	1.864	1.629
41 J Counselling Psychol	1.849	1.770
42 J Sex Resrch	1.836	2.221
43 J Personality	1.709	1.662
44 J Educational Psychol	1.683	1.450
45 J Financial Econ	1.639	1.787
46 Personlty Social Psychol Bull	1.637	1.592
47 Rev Economic Studies	1.631	1.597
48 Strategic Mgmt J	1.629	1.842
49 Annual Rev of Anthropol	1.611	1.534
50 Amer Educational Resrch J	1.524	1.557
51 J Marketing Resrch	1.493	1.823
52 J Health & Social Behavior	1.487	1.661
53 Sociology of Education	1.474	1.288
54 Politics & Society	1.459	1.304
55 Sociology	1.451	1.268
56 Sociological Methods & Resrch	1.450	1.520
57 Amer Econ Rev	1.432	1.403
58 Orgnl Behav & Human Decision Proc	1.404	1.481

Rank Journal	Estimated Citations per Article in 1995 (based on 1981-93)	Estimated Citations Allowing for Area Norms
103 J Personality Assessment	0.928	0.903
115 Human Factors	0.866	0.977
116 Policy Sciences	0.840	1.112
117 Organisation Studies	0.825	0.864
118 Sloan Mgmt Rev	0.824	0.932
119 Mgmt Science	0.821	0.860
142 Psychometrika	0.701	0.735
143 J Business	0.697	0.850
144 J Occupational & Organizl Psychol	0.692	0.734
147 Behav Inform Technol	0.675	0.805
154 Multivariate Behav Resrch	0.651	0.682
167 Human Relations	0.581	0.703
176 J Orgnl Behavior	0.559	0.593
181 J Mgmt Studies	0.534	0.603
206 Orgnl Dynamics	0.442	0.485
209 California Mgmt Rev	0.431	0.488
211 J Labor Resrch	0.423	0.384
213 Decision Sciences	0.418	0.437
214 Ergonomics	0.415	0.495
221 Applied Psychol (Intl Rev)	0.397	0.421
222 Applied Psychol Measurement	0.373	0.391
233 Intl J Information Mgmt	0.334	0.349
245 Intl J Man-Machine Studies	0.293	0.270
246 J Educational Measurmnt	0.293	0.281
251 Interfaces	0.265	0.277
252 Teaching of Psychol	0.264	0.227
255 Educational & Psychol Measurement	0.261	0.277
260 Work and Stress	0.255	0.180
261 Resrch Mgmt	0.252	0.285
264 Fortune	0.245	0.299
272 European J Marketing	0.231	0.282
274 J Theory of Social Behav	0.230	0.223
280 Public Finance Quart	0.225	0.271
281 Applied Ergonomics	0.224	0.267
325 Personnel	0.100	0.106
327 Simulation & Gaming	0.100	0.097
338 Habitat International	0.079	0.114
339 Managerial & Decision Economics	0.078	0.085
345 Personnel J	0.063	0.067
359 Abacus	0.001	0.001

Rank Journal	Estimated Citations per Article in 1995 (based on 1981-93)	Estimated Citations Allowing for Area Norms
59 J Labor Econ	1.404	1.326
60 J Law & Econ	1.399	1.370
61 Progress in Planning	1.371	1.976
62 Economic Geography	1.363	1.335
63 Annual Rev of Sociology	1.323	1.157
64 Counselling Psychologist	1.318	1.398
65 Behav Genetics	1.283	0.905
66 Behav Resrch & Therapy	1.280	0.904
67 Inquiry	1.278	1.546
68 J Accounting Resrch	1.268	1.531
69 MIS Quart	1.260	1.318
70 Amer J Psychology	1.249	0.882
71 J Econometrics	1.228	1.245
72 Artificial Intelligence	1.207	1.438
73 Social Problems	1.203	1.051
74 Economic J	1.202	1.178
75 Amer Business Law J	1.198	1.463
76 Intl J Urban & Regional Resrch	1.188	1.164
77 J Abnormal Child Psychol	1.185	0.837
78 Social Forces	1.181	1.032
79 Indust & Labor Relat Rev	1.180	1.072
80 Legislative Stud Quart	1.175	1.062
81 Social Psychol Quart	1.164	1.132
82 Econ History Rev	1.144	1.121
83 Work & Occupations	1.105	0.966
84 British J Psychol	1.091	0.770
85 British J Indust Relat	1.085	0.986
86 Indust Relations	1.080	0.981
87 Marketing Science	1.052	1.284
88 Accounting Rev	1.049	1.267
89 European J Social Psychol	1.031	1.003
90 J Mathematical Psychol	1.024	1.074
91 Environment & Planning A	1.017	1.465
92 Amer Anthropologist	1.013	0.964
93 Meas Eval & Counsel Develop	1.010	0.967
94 Business History	0.996	1.216
95 British J Sociology	0.994	0.869
96 Hastings Center Report	0.988	0.863
97 J Business & Economic Statistics	0.985	0.998
98 J Politics	0.983	0.888
99 J Intl Business Studies	0.962	1.174
100 J Monetary Econ	0.952	1.150

APA Council of Representatives Report

James L. Farr

The APA Council of Representatives met on February 16-18 in Washington, DC. SIOP Council representatives Jim Farr, Irv Goldstein, and Rich Klimoski attended the Council meetings which had several items on the agenda of particular interest to SIOP members.

To the delight of your SIOP representatives, Council passed overwhelmingly a proposal spearheaded by Bill Howell, Executive Officer of APA's Science Directorate and long-time SIOP member, that reduces APA dues by 25% for any APA member who is also a member of the American Psychological Society (APS) or any organization that is a part of the Federation of Behavioral, Psychological, and Cognitive Sciences (another 16 organizations, including the Psychometric Society and the Human Factors and Ergonomics Society). This is an attempt to reduce the costs of belonging to multiple professional organizations and thereby retain in APA some members who might choose only to belong to another professional group. APA will also be lobbying these other organizations to offer a reduction in their dues for APA members, but such reciprocity is not a condition for the APA dues reduction. Details of this are forthcoming in the APA Monitor, but its implementation for 1997 is planned at this time.

Council also passed a Statement on the Disclosure of Test Data, developed by APA's Committee on Psychological Tests and Assessment, that will be provided by APA to members seeking information concerning the disclosure of test items, responses, and test protocols. The Statement has been under development for several years and has undergone close scrutiny by APA boards and committees as well as legal review. It outlines the issues associated with disclosing test data in a variety of situations and notes the relevant sections of APA's Ethics Code and other policies and the Standards for Educational and Psychological Testing.

Council also passed a resolution noting that 1996 is the 50th anniversary of the formation of divisions within APA. Division 14 (SIOP) is one of the original divisions so 1996 is our golden anniversary as well. Activities at both our own conference in San Diego this month and the APA convention in Toronto in August will celebrate our 50 years.

Several informational items of interest were noted at the Council meetings. From SIOP's perspective, there was both good and bad news. First, the good news - the proposed APA Bylaws amendment concerned with changing voting procedures on Council was not passed by the APA membership in voting last Fall (this was the so-called "proportional voting" method, involving the use of electronic voting procedures at Council meetings to weigh the "yes" and "no" votes of a Division's or state association's representatives by the actual percentage of allocation votes that it received in the annual member "10 vote allocation" balloting - see the APA Council report in the October, 1995 TIP for details). The vote was close and at this Council meeting both proponents and opponents of proportional voting agreed to meet to attempt to work out procedures that both sides can live with. This is an example of a relatively new "cooperative" climate on Council that has largely replaced the prior adversarial approach taken by various constituencies when they disagreed. This new climate results in a more effective Council that can deal more with issues and (somewhat) less with politics.

Unfortunately, on the bad news front, the results of the recent Council allocation vote by APA members indicated that SIOP did not regain its 4th Council seat that it lost 2 years ago. The vote was very close - we failed to regain the seat by a very small margin. We will have another opportunity to regain this seat in the Fall 1996 allocation vote. Please cast your 10 votes for SIOP on that ballot so we can maintain a loud voice on Council.

Related to voting and elections, the nominees for APA President Elect were announced at the Council meeting. They are Thomas Boll, Patricia Bricklin, Martin Seligman, Robert Sternberg, and Richard Suinn. Ballots will be mailed by APA in the Spring for this election.

APA continues to be engaged in a number of activities of extreme importance to SIOP's members and Council is one of the best ways to influence those activities. These activities include revision of the Standards for Educational and Psychological Testing, revision of the Ethical Principles of Psychologists, and the special science initiative. Please contact any of your Council representatives if you have concerns or want to learn more about APA activities.

APA Dues Reduction

Bill Howell

In a vigorous affirmation of the role of science in APA, the Council of Representatives voted at its February meeting to reduce APA dues by 25% for members who also belong to certain other scientific organizations. The nearly unanimous result drew applause from all present. The intent is to implement the proposal with the 1997 dues statements. The Council also approved the establishment of a 6-member task force to examine additional interventions to strengthen the scientific base of APA.

The 17 organizations for which the dues reduction would be in effect are being invited to reciprocate by reducing their dues to the extent feasible for their members who are also APA members. Those who are members of several societies of scientific psychology will be eligible for only one 25% reduction from APA. APA will offer the dues reduction to both current and new members of APA.

"This is a happy outcome—the clearest message we've had that science does retain its rightful home in APA," declared Leona S. Aiken, PhD, Division 5 representative and president of the Caucus of Scientific and Applied Psychologists (CASAP), a caucus of members of the Council of Representatives.

Before the Council vote, the proposal was actively promoted by both scientific/academic psychologists and their clinical colleagues. Their message was one of mutual support and interdependence. Their joint efforts ensured passage of the measure.

"We believe this move will benefit all our organizations, the field as a whole, and most importantly, the individual member who is being overwhelmed with the collective burden of dues," stated Dorothy W. Cantor, PsyD, president of APA.

The need for the dues reduction was obvious, says William Howell, PhD, APA's executive director for science. "It is clear that no one affiliation can fully satisfy all the intellectual, interpersonal, and practical requirements of today's psychologist. And this is particularly true for researchers, since scientific inquiry inevitably leads them into territory shared with other professionals where exciting hybrids—such as behavioral neuroscience, cognitive science, cognitive neuroscience, human factors, behavioral medicine, gerontology, and organizational behavior—evolve."

The new measure should promote communication and cooperation among the many organizations that are now serving the special needs of psychological scientists.

For psychologists who pay APA's full membership dues, the amount will fall from $195 to about $146. With a $40 journal credit, the actual cost of APA membership will be just around $100. In addition, there are substantial discounts on journals and books for members, plus APA's many other services.

The organizations invited to cooperate in this effort are:

American Psychological Society

Member organizations of the Federation of Behavioral, Psychological, and Cognitive Sciences:

American Educational Research Association
Association for Applied Psychophysiology and Biofeedback
Association for Behavior Analysis
Cognitive Science Society
Human Factors and Ergonomics Society
International Society for Developmental Psychobiology
National Academy of Neuropsychologists
Psychometric Society
Psychonomic Society
Society for Computers in Psychology
Society for Judgement and Decision Making
Society for Mathematical Psychology
Society for Psychophysiological Research
Society for Research in Child Development
Society for Research in Psychopathology
Society for Multivariate Experimental Psychology

PROFESSIONAL PRACTICE COMMITTEE UPDATE

Vicki V. Vandaveer, Chair

PUBLIC AFFAIRS Subcommittee — Dianne Brown, Chair

A SIOP Member Referral System is being developed by this subcommittee. Primarily designed for the **TIP** www web site, although printed material will be available as well, the focus will be on who we are; what we provide for businesses/organizations; instructions for using the referral system; and subject categories (e.g., "leader development" or "employee selection") with further information. SIOP members in good standing (i.e., are recognized members and are current with their dues) who have chosen to participate and who have self-identified their areas of expertise will be in the referral system. [There will be a disclaimer that notes no endorsement nor responsibility on SIOP's part. This system shall be a service to our members.] As preliminarily envisioned, the system will contain two parts: (1) Individual consultant listing, organized by areas of expertise, and including the individuals' credentials; and (2) Organization or university listing of those that are "sponsored" by a SIOP member in their employ, along with a listing of other SIOP members employed by that company or institution, and their areas of expertise. This referral system will be linked with other promotional material and will be available both in print and online.

To begin the database, we will be surveying the membership shortly after the SIOP conference in April. Look for more information in the registration area in San Diego! This will be YOUR referral system, and the subcommittee welcomes suggestions. You may send your ideas to Dianne Brown, Science Directorate, APA, 750 First Street NE, Washington, D.C. 20002-4242 — or e-mail Dianne at dcb.apa@email.apa.org.

Subcommittee Members: Rodger Ballentine, Gary Carter, Larry Fogli, Walt Freytag, Carl Greenberg, Rhonda Gutenberg, Ruth Haas, Jane Nebelung, Bonnie Sandman, Marc Sokol.

INTERNATIONAL AFFAIRS Subcommittee — Dick Ritchie, Chair

Positioning to take SIOP global, this subcommittee is initiating a Global Opportunity Exchange, to feature both opportunities available and opportunity seekers in such areas as information exchange, visiting professorships, research and/or practice collaboration, jobs, consulting opportunities, etc.

A survey was sent to all 120 international members of SIOP, plus other known I/O psychologists abroad, eliciting information about the practice of I/O in their country. Highlights of the results will be presented over the next few issues of **TIP**. Regarding typical job titles of practitioners and the education and training required to practice in other countries, here's what the subcommittee found:

COUNTRY	TYPICAL JOB TITLE	EDUCATION, TRAINING REQUIRED
Australia	Consultant, HR Manager	Undergraduate degree + 1 year post graduate training + 2 years supervised practice
Canada	Management Consultant, Organizational Consultant, Psychologist, I/O Psychologist, Director of Training, HR Manager, Change Management Consultant, O.D. Consultant	Masters Degree, Ph.D. to become registered. Some field experience (internship).
France	Psychologue, Consultant en resources humaines	No requirement for job titles w/o the word "psychologue." To be called "psychologue," need an academic degree post-masters in psychology.
Germany	Academe: Dr. Phil. or Dr. rer.nat. and the title professor, Consulting: Dipl. Psych. sometimes Dr.	4-5 semesters in general studies; next 4-5 semesters in I/O psychology. Must pass final exam for Diploma
Japan	Professors, Associate and Assistant Professors	Masters Degree in I/O psychology or related area, such as Business Administration, Marketing, HRM, etc.
New Zealand	Consultant, O.D. Consultant, Psychologist, Occupational Psychologist	Many have Bachelors degree; rare to have Ph.D.; some have Masters in I/O.
Puerto Rico	Psychologist, Human Resource Specialist, Consultant	Masters or Doctorate in Psychology
Spain	Licenciado en Psicologia	5 years of University study in psychology. Professional receives Masters training in HR mgmt.
South Africa	Industrial Psychologist, Consultant, HR Manager	Masters degree + 12-18 months practical training in an accredited organization.

Tara L'Heureux, University of New Haven
Peter Bachiochi, Bowling Green State University

Eleventh Annual Industrial/Organizational Psychology Doctoral Consortium

The Eleventh Annual Industrial and Organizational Psychology Doctoral Consortium will be held on Thursday, April 25, 1996, the day before the SIOP Annual Conference. The consortium will be held at the Sheraton Hotel and Marina in San Diego, California, the same site as the conference.

By the time this announcement is published, we will have enrolled 40 students in the Doctoral Consortium. The consortium program looks terrific and should prove to be an excellent learning experience for upper-level graduate students. The conference rooms are Bel Air North for breakfast, lunch, and the panel discussion, and Terrace A and Terrace B for breakout sessions. The program is as follows:

8:00-9:00 a.m.	Registration, welcome, and breakfast
9:00-9:45 a.m.	Breakfast Speaker
	Speaker: Ann Howard Leadership Research Institute
	Title: The Changing Nature of Work: Implications for I/O Psychology
10:00-11:30 a.m.	Concurrent Morning Sessions
	Session A: Joyce Russell, University of Tennessee
	Title: Integrating Research and Practice: Meeting the Challenges of Academic and Business Communities
	Session B: Timothy Judge, University of Iowa
	Title: Revival of the Dispositional Perspective in Industrial/Organizational Psychology Research
11:45-12:45 p.m.	Lunch
12:45-1:30 p.m.	Luncheon Speaker
	Speaker: Angelo DeNisi, Editor: Academy of Management Journal
	Title: Some Thoughts on the Publication Process: An Editor's Perspective
1:45-3:15 p.m.	Concurrent Afternoon Sessions
	Session C: Elaine D. Pulakas Personnel Decisions Research Institutes
	Title: Dealing with Adverse Impact: Strategies for Reducing Subgroup Differences and their Effectiveness
	Session D: Eduardo Salas and Janis Cannon-Bowers Naval Air Warfare Center
	Title: The Science and Practice of Training: Myths, Tools, and Opportunities

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Your ideas and suggestions regarding what SIOP should do to enhance global I/O psychology are welcome. Please forward suggestions to Dick Ritchie, International Affairs Subcommittee Chair, SIOP Professional Practice Committee, 100 Southgate Parkway, Room 3F09, Morristown, NJ 07960, USA; or email Dick at rjritchie@attmail.com; or call him at (201) 898-8527.

Subcommittee Members: Neil Anderson (U.K.), Jose Garcia, William Mobley (Hong Kong), Robert Ramos, Mike Stevens, Seth Zimmer, Jose Justel (Puerto Rico).

ETHICAL AFFAIRS Subcommittee — Walt Tornow, Chair

The primary activity of this subcommittee is issuing a second edition of the I/O Ethics casebook, published by Rodney Lowman. The new casebook will be greatly expanded, and heavily references the new APA Ethics Code. Negotiations are under way for publication, expected late this year.

Subcommittee Members: Dave Bracken, Steve Brown, Larry Fogli (Chair, Case Revision subcommittee), Sharon Green, Geula Lowenberg, Scott Martin (Chair, New Case Development subcommittee), John Murray, Lance Seberhagen, Nancy Tippins, Kristina Whitney, Steve Wunder.

3:30-5:00 p.m.　Panel Discussion - All Speakers
Topic:　Issues in Professional Development

Again, we extend a special thanks to all of the presenters who have graciously agreed to participate in the consortium. It is through their time and effort that we can continue to offer an outstanding program to graduate students.

Please direct any questions or requests for additional information to: Peter Bachiochi, Bowling Green State University, Bowling Green, Ohio, 43551, (419)372-2280, e-mail: bachioc@bgnet.bgsu.edu.

Continuity and Change at
Journal of Applied Psychology

Kevin R. Murphy, Incoming Editor

On March 1, 1996, I took over responsibilities as Editor of *Journal of Applied Psychology*. I want to use this opportunity to tell authors and potential authors, readers of the journal, and even reviewers about the way I hope the journal will function.

First, many of the long-standing features of *Journal of Applied Psychology* will continue under my editorship. *JAP* has always been devoted to publishing research that advances our understanding of psychology and its applications, and has always considered papers in a wide range of areas; we publish papers in all fields of psychology other than clinical and applied experimental/human factors psychology. I expect that the journal will continue to draw from and serve a broad audience. Second, *JAP* has always maintained high standards for scholarship, usefulness, and clarity of expression, and I hope that everyone involved in the publication process can help authors meet those standards. Our goal will continue to be to publish papers that give clear answers to important questions in applied psychology. Third, I have had the unique opportunity to serve as Associate Editor under two dedicated and talented Editors, Neal Schmitt and Phil Bobko, and I will try to apply the many lessons I have learned working with them in my term as Editor.

There are also many changes. First, I am delighted that Jim Breaugh, Bob Dipboye and Lois Tetrick have agreed to serve as Associate Editors. All three bring a wealth of experience as applied psychologists and journal reviewers to the task, and I am confident that they will serve with distinction in the role of Associate Editor. Second, there will be at least twenty new members of the *JAP* Editorial Board. Over the years, I have come to deeply respect the work of the *JAP* board, and it was a difficult decision to replace board members who have served the journal so ably. However, I think the new additions will bring fresh perspectives and enthusiasm to the task, and I look forward to working with all of the board members and ad hoc reviewers who help evaluate papers submitted to *JAP*.

Third, I think *JAP* should consider a wide range of articles. There are many ways to contribute to applied psychology, and while I expect that primary empirical research will continue to be our mainstay, I also encourage papers that use a range of research methods (e.g., meta-analyses, simulations), as well as literature reviews and theoretical papers that make a special contribution to applied psychology. If you can make a clear case for the relevance of your work to an applied field of psychology, *JAP* is an appropriate outlet for your work.

Another change is a more liberal page allotment for the Research Reports section of the journal (the maximum length of articles published in this section has been increased by over 20%). This section of the journal provides an outlet for brief papers that make a relatively narrow, but nevertheless important contribution. Examples include replications and field applications. This section of the journal is especially useful for practitioners, who often complain (with some merit) that they cannot publish their work in *JAP*. Papers that are submitted as Research Reports must still meet high standards of technical adequacy and clarity of expression, but the whole idea of this section is to provide an outlet for papers that make a point that is more narrowly focussed or is relevant to a smaller audience than the papers in our Feature Article section. I hope we will receive many more submissions to this section of the journal.

Finally, I hope that by the end of my term as Editor, *JAP* will have set an even higher standard for the quality and constructiveness of our reviews and decision letters. The challenge for all Editors, Associate Editors and reviewers is to identify the potential contribution that each paper makes, and to help the authors realize that contribution. This does not mean that we will accept everything you send us; the rejection rate at *JAP* has hovered around 80% for many years, and I don't think it will change greatly in the future. However, the review process is an area where the philosophy of total quality management can clearly be applied. *JAP* has a long history of providing good, careful, and fair reviews, but I also think this is an area where we can strive for and achieve continual improvement. My hope is to make *JAP* a more "user-friendly" journal, while at the same time preserving the mission of publishing a journal that fundamentally advances our knowledge and understanding of applied psychology.

Theodore Kunin
1924-1995
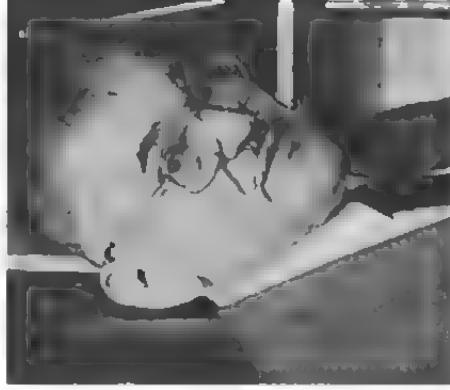
Ted Kunin, Consultant and Book Review Editor Emeritus of Personnel Psychology, passed away in December, 1995, of heart failure. Until his retirement, Ted was Vice President of the consulting firm Psychological Consultants to Industry in Pittsburgh, Pennsylvania. But Ted was perhaps best known as the Book Review Editor of *Personnel Psychology*, a position he held for 40 years.

Ted was invited to become the Book Review Editor by Erwin K. Taylor in 1955. The only guidance Taylor gave him was "Don't be too academic. Don't review books that are too arcane. Business people should be able to read these reviews. Be practice oriented." And so he wasn't, he didn't, and he was. For 40 years!

Finding the balance between academic and practice interests was an ongoing challenge, as was dealing with expanding technology and an ever-changing cadre of reviewers. Those who reviewed for him know that he gently chided and encouraged so that reviewers developed their skills with on the job training. He delighted as novice reviewers became first-rate, seasoned reviewers. He deplored misspelled names and typos!

Personnel Psychology counts 3,106 books that were reviewed under Ted's editorship. And for each book reviewed, Ted skimmed and rejected 3 others. And he was never late on a deadline! In these days when constancy and devotion are often lacking, Ted was an exceptional example of both. He resigned his editorship in December, 1994, only after his illness made it too difficult to continue the work.

Ted is survived by his wife, Irene, daughter Lynne Harper, and book review writers and readers around the world.

CHARLES PAUL SPARKS (1915-1995)
I/O SCIENTIST-PRACTITIONER
EXTRAORDINAIRE

On October 16, 1995, the field of psychology lost one of the leading shapers of I/O and personnel psychology as we know and practice it today. Charles Paul Sparks, one of the few practitioner presidents of SIOP (1979-80) and one of our field's most significant practitioner contributors, lost his valiantly fought battle with lung cancer.

For those of you reading this tribute who have entered the field more recently and may not know much about Paul Sparks, he is almost singlehandedly responsible for saving personnel testing from otherwise certain demise in the 1970's. This remembrance of one of I/O psychology's best is written (a) for you so that you may have a glimpse of one of our best practitioner-scientists, (b) for those who did know and work with Paul so that we can mourn our loss together, and (c) for those who knew of him but who did not have the privilege of having their professional or private lives personally enriched by his.

Paul's many and significant contributions to psychology in general and I/O in particular are well documented — in the more than thirty journal articles which he authored; the first edition of Division 14's *Principles for the Validation and Use of Personnel Selection Procedures* (1980), which he co-authored with Mary Tenopyr and Bill Owens; the *Uniform Guidelines on Employee Selection Procedures*, for which he was THE leader of the Ad Hoc Industry Group in the early 1970's that significantly influenced the writing of the *Guidelines* - which stand today as the guidelines to employers and the courts for developing and using employee selection procedures; scores of (company proprietary) technical reports; and his many awards for professional achievement.

Paul was a Fellow in APA, where he served on numerous committees and task forces. He was also a Fellow of SIOP, for which he chaired three different committees and served on several others; from which he received the distinguished Professional Practice Award (1987); and to which he ultimately was elected president in 1977.

Highlights of his professional life . . .

Born on October 9, 1915, in Charley, Kentucky, Paul received his undergraduate and graduate degrees from Ohio State University in Education and Psychology, respectively. His illustrious career began as a school psychologist in Mansfield, Ohio (1937-40), where he introduced standardized testing for sixth graders and an assessment program for entering first graders. From there his experiences included Director of Psychological Services for the Indianapolis Public Schools; enlisted Personnel Technician for the U.S. Army,

where he analyzed Army General Classification Test scores of recruits against background and experience; Personnel Research Specialist (in uniform) in the Adjutant General's Office for the Army, where he advanced from Personnel Research / Technician / Second Lieutenant to Assistant Chief of Personnel Research / Captain; then Unit Manager (civilian), Personnel Research - Adjutant General's Office - Pentagon in Washington. In 1947 he joined Richardson, Bellows, Henry & Company, Inc. in Washington[a], starting as a staff associate and leaving in 1964 to join one of his primary clients, Exxon (then Humble Oil and Refining). There, between 1964 and 1982 when he retired, Paul built a highly respected and visible Personnel Research function that had a significant and lasting major impact on Exxon's success primarily through the quality of the people that it hired and promoted. His final professional role, after retirement from Exxon, was Proprietor of his own consulting practice, which he called Serendipity Unlimited — a testament to his personal modesty and humility which no doubt contributed to external attributions for his remarkable achievements.

Here are some glimpses into just a few sides of Paul Sparks.

Savior of Personnel Testing . . .

As those who were around at the time know very well, preemployment selection testing was a candidate for obliteration in the early 1970's, as teeth began to be put into Equal Employment Opportunity laws and statutes. Mary Tenopyr, who was herself a major force preserving testing, and who worked with Paul on many initiatives and committees in valiant and successful efforts to save testing from certain destruction, said of Paul: "Paul fought tirelessly to get government guidelines that would allow testing to continue. He testified many times before EEOC, met with high level government officials and successfully defended the use of testing, appropriately conducted, for screening job applicants." Even earlier, in 1968, there was one occasion in which Paul singlehandedly confronted and convinced the Under Secretary of Labor that a proposed OFCCP Testing Order draft was fundamentally flawed and wrong — a major victory for I/O. Mike Campion recently observed: "Paul was a real stabilizing force in unstable times. He had a major impact on an activity that half the people in our profession do as their primary activity — personnel testing." Paul served on the U.S. Secretary of Labor's Advisory Committee on Selection and Testing from its formation in 1969 until its termination in 1973.

Teacher and Mentor . . .

Paul had a long association with the University of Houston, where he was an adjunct professor of psychology from 1971-82. He generously gave of his time, serving on and/or co-chairing Masters thesis and Doctoral dissertation

[a]See Frank Erwin's eloquent eulogy of Paul Sparks in the January issue of the *APS Observer*.

committees, sponsoring thesis and dissertation research within Exxon (not only to interns, but to anyone who presented him with a good applied research idea), and keeping faculty and students apprised of EEO developments. Perhaps most importantly, from 1964 until he retired in 1982, Paul established and supervised the highly coveted Exxon internship, where over the years, and one at a time (with rare exception), twenty most fortunate University of Houston I/O psychology graduate students learned the science, art, and *discipline* (as in meticulous attention to the detail, the data, the assumptions, and the conclusions) of quality I/O practice. Those of us who were blessed in life to have learned the practice of I/O psychology from this extraordinary mentor as his interns are now well along in our own careers — most in prominent positions in industry, academia, or consulting.

Up close . . .

I wish that you, reader, and I were visiting face to face right now. I wish I could tell you some stories about Paul — about his personality — formal, reserved, contemplative . . . and, along with his intellect and his stature in our field, somewhat intimidating to a green intern; about his kindness; about his gender- and racial-blindness - even before it was supposedly illegal not to be; about his subtle methods of teaching — lessons that hit between the eyes, sometimes only later (or maybe I was just slow!); about his rare humility and aura of thankfulness for all that came to him; about his anger and swift action when he detected an injustice (ask me about being denied seating at the Petroleum Club in 1981 because I, a female, was with the group); about his selflessness and attention to what a developing I/O professional needed (like spending time with *us* at conferences, introducing us to the I/O superstars); about continued coaching, encouragement, and votes for his interns long past the internship period. Yes, there are stories — as there are with any legend. Ask any of us who were ever associated with Paul. The stories deserve to be told and perpetuated, for Paul Sparks was truly an extraordinary human being.

His personal life . . .

Paul and his wife, Jean, whom he married in 1941 just prior to being drafted by Uncle Sam, had two sons, Paul Edward Sparks and Steven Douglas Sparks, and five grandchildren. Although most of Paul's time was devoted to I/O psychology and public policy on testing issues, he did allocate a good portion of personal time and effort in the service of the Bellaire Christian Church in Houston. He and Jean were avid golfers, and in later years enjoyed traveling and teeing off on scenic courses around the country. If you are ever privileged to meet Jean, you will meet a wonderful and self sacrificing woman who for 54 years was a most important ingredient to the success of Paul Sparks.

Paul Sparks lives . . .

He lives through us who were his direct proteges, his colleagues, his friends. He lives through those that we now mentor. He lives forever in the history of I/O psychology as a truly outstanding I/O psychologist who is rightfully credited with saving personnel testing. He was a model scientist/practitioner, and lives forever in Paul Sackett's song.

Bart Osburn and Jim Campion at the University of Houston, Jim Herring at Exxon, Pat Sanders at Shell, and I, speaking on behalf of the many of us in Houston who worked with, learned from, and were enriched by Paul Sparks, presented him with a plaque of appreciation only a few months before he passed. Bart made the presentation, which I have taken the liberty here to expand to cover not only what he did for us in Houston, but nationally as well:

"Paul, we say thank you for all you meant to I/O; for your leadership to the national and international community of I/O psychologists; for all the EEO battles you fought and won; for enhancing the credibility and visibility of I/O psychology in Washington; for all you did for the I/O program at UH; for all the internships that you supervised and the interns that you mentored; for all the field research that you made possible; for the dissertations and theses that you chaired; for all the workshops you taught; for helping make the University of Houston one of the nation's leading practitioner/scientist I/O programs; and most of all for being a gracious and stimulating colleague and friend."

Vicki V. Vandaveer
The Vandaveer Group, Inc.
Houston, TX
Intern Number Thirteen

UPCOMING CONFERENCES AND MEETINGS

This list was prepared by **David Pollack.** If you would like to submit additional entries, please write David Pollack at the U.S. Immigration and Naturalization Service, 425 I Street, NW, Room 2038, Washington, DC 20536, (or call (202) 305-0081, or FAX entries to (202) 514-4200).

1996

April 8-12 Annual Convention, American Educational Research Association. New York, NY. Contact: AERA, (202) 223-9485.

April 9-11 Annual Convention, National Council on Measurement in Education. New York, NY. Contact: NCME, (202) 223-9318.

April 25-28 Eleventh Annual Conference of the Society for Industrial and Organizational Psychology. San Diego, CA. Contact: SIOP, (419) 353-0032.

May 14-17 24th International Congress on the Assessment Center Method. Washington, DC. Contact: DDI, (412) 257-3952.

May 21-24 First International Conference on Applied Ergonomics (ICAE), Istanbul, Turkey. Contact: ICAE Secretariat, Fax: +90-212-240-7260, Bitnet: isozok@tritu.bitnet.

June 2-6 Annual Conference of the American Society for Training and Development. Orlando, FL. Contact: ASTD, (703) 683-8100.

June 10-11 The Conference Board's 1996 Management Development Conference. Theme: Leaders are Everywhere. New York, NY. Contact: The Conference Board, (212) 339-0345.

June 10-12 Annual Meeting of the Association for Japanese Business Studies. Nagoya, Japan. Contact: Mitsuru Wakabayashi, (81) 52-789-4969, e-mail: a40333a@nucc.cc.nagoya-u.ac.jp

June 23-26 Annual Conference of the Society for Human Resource Management. Chicago, IL. Contact: SHRM, (703) 548-3440.

INDUSTRIAL-ORGANIZATIONAL PH.D. PSYCHOLOGIST. The Psychology Department at Wayne State University is seeking candidates for a tenured or tenure track appointment beginning August, 1996. Rank and salary are open. Applicants are expected to be actively involved in research in an area of industrial-organizational psychology. Individuals with a strong quantitative background are particularly encouraged to apply. The person selected is expected to play a significant role in our Ph.D. program in Industrial-Organizational Psychology. We will accept applications until the position is filled; however, interested individuals are encouraged to apply as soon as possible. Send letter of application with statement of teaching and research interests, vita, three letters of reference and reprints/preprints to **Chair, Industrial-Organizational Search, Department of Psychology, Wayne State University, 71 W. Warren, Detroit, MI 48202.** Equal Opportunity/Affirmative Action Employer.

SENIOR CONSULTANT OR PROJECT MANAGER: Aon Consulting (formerly HRStrategies) is an internationally known HR consulting firm that specializes in designing and implementing creative solutions to organizations' human resource and organizational transition needs. Our staff of over 500 includes 60 plus I/O psychologists and offers top-notch service to some of the most recognized and innovative organizations in the world. Our offices are located across the U.S. in Detroit, Houston, Los Angeles, New York, Pittsburgh, St. Louis, and Washington, D.C. International offices are located in Vilnius, Lithuania and Moscow.

Due to our rapid growth, we are almost continually in search of exceptional candidates who can become valuable contributors to our team. Project work includes the construction and implementation of selection and assessment systems, performance appraisal systems, career development programs, opinion surveys, and organizational change consulting.

We seek experienced I/O psychologists with a proven track record of superior project management, statistical, presentation, and oral and written communication skills. Send a resume outlining related project experience to: **Jennifer K. Burns, Human Resources Manager, Aon Consulting, P.O. Box 36778, Grosse Pointe, MI 48236.** Aon is an Equal Opportunity Employer.

June 23-27 Annual Conference of the International Personnel Management Association Assessment Council. Boston, MA. Contact: IPMA, (703) 549-7100.

June 29-July 2 Annual Convention of the American Psychological Society. San Francisco, CA. Contact: APS, (202) 783-2077.

June 29-July 3 Annual Conference of the American Society for Public Administration. Austin, TX. Contact: ASPA, (202) 393-7878.

Aug 4-8 Annual Convention of the American Statistical Association. Chicago, IL. Contact: ASA, (703) 684-1221.

Aug 9-13 Annual Convention of the American Psychological Association. Toronto, Canada. Contact: APA, (202) 336-6020.

Aug 11-14 Annual Meeting, Academy of Management. Cincinnati, OH. Contact: Academy of Management, (914) 923-2607.

Aug 27-29 Ninth Convention of the International Association of French Speaking Work Psychologists. Sherbrooke, Quebec. Contact: Alain Rondeau, (819) 821-7228.

Sept 2-6 Annual Conference of the Human Factors and Ergonomics Society. Philadelphia, PA. Contact: The Human Factors and Ergonomics Society, (310) 394-1811.

Oct 4-5 First Biannual Biodata Conference: Theoretical Issues and Developments in Biodata Research and Practice. Athens, GA. Contact: Dr. Garnett Stokes, Applied Psychology Program Chair, Department of Psychology, University of Georgia, (706) 542-2174.

Oct 29-Nov 2 16th O.D. World Congress. Cairo, Egypt. Contact: Organizational Development Institute, (216) 461-4333.

Nov 6-9 Annual Convention of the American Evaluation Association. Atlanta, GA. Contact: AEA, (804) 225-2085.

1997

Feb 24-26 Corporate Dynamics Midwest Training Conference. Oakbrook Terrace, IL. Contact: Meg Nigro, (708) 778-9991.

HUMAN RESOURCES MODELING SPECIALIST. Quantum Development Corporation is a solutions company that helps large businesses improve their key decision processes. We have a unique combination of methodology, technology and world-class experts. Working in Quantum is an experience with leading edge technologies, and the opportunity to start your career in the exciting, fast-growing area of business analysis. Quantum has an impressive team of dynamic, entrepreneurial, creative professionals. If you consider yourself to have the same qualities and meet the following qualifications, you are encouraged to reply regardless of nationality.

We seek candidates with Ph.D. in Human Resources. You should also have the following skills:

- Good communication skills.
- Experience with some Programming Language or Computer Modeling System.
- Experience working with clients on HR applications.

Knowledge of these areas is not required but is an asset:

- optimization algorithms, stochastic models, data collection,
- and interpretation, software engineering, human user interfaces,
- regression, sampling and forecasting, simulation.

Your duties will include:

- Working with executives to understand their problems.
- Explicitly stating the problems with Quantum's methodology.
- Representing and solving the problems with Quantum's technology.
- Working with technical support to provide a complete solution.
- Presenting the solutions to business executives.
- Researching and continually improving our methodology and technology.

We are a growing high technology company located in Wilmington, Delaware. The atmosphere at Quantum is informal and challenging, and each of us enjoys a great deal of autonomy and creative freedom. Your growth in Quantum will only be limited by your ambition and your drive for success. We offer outstanding benefits (medical, dental and 401k) and equity in the company.

Please send a resume, and a record of relevant course work or research to: iphilips@qdc.com OR Irene Philips, VP of Client Solutions, Quantum Development Corp, P.O. Box 970, Claymont, DE 19703 OR Fax 302-798-6813.

TESTING & MEASUREMENT (APPLIED RESEARCHER IN TESTING & MEASUREMENT). A test publisher with 50+ years of history offers an excellent opportunity for a project director. You conduct applied research to support personality tests; respond to technical questions from sales

HUMAN RESOURCES RESEARCH INTERNS: Bell South Corporation, a leader in the telecommunications industry, is currently accepting applications for pre-doctoral industrial/organizational psychology internships. These positions provide an excellent opportunity to conduct applied research, develop human resource programs and gain insight into the environment of a major corporation while interacting with licensed I/O psychologists and human resource professionals. The internships are full-time and last six to twelve months, beginning in January or July. All positions are located in Atlanta, Georgia.

Qualified applicants will be enrolled in an I/O doctoral program and have completed a Master's degree or equivalent (admitted to doctoral candidacy). Applicants should possess strong research, analytical, interpersonal, and communications (both oral and written) skills. Experience in PC SAS or SPSS is desirable.

The deadline for completed applications is October 15 for internships beginning in January and April 15 for internships beginning in July. Qualified applicants are invited to submit a cover letter, resume, and two letters of recommendation to: **Hal Hendrick, Ph.D., BellSouth Corporation, Room 13E02, 1155 Peachtree St., Atlanta, GA 30309.**

I/O PSYCHOLOGY INTERNS. Ford Motor Company is accepting applications for pre-doctoral internships in industrial/organizational psychology. Ford is a worldwide leader in automotive products and financial services with 325,000 employees, including 143,000 employees in U.S. automotive operations.

The internships are full-time and last 12 months. Interns will be working with I/O psychologists and HR professionals on a variety of projects most of which are international in scope. Projects include selection research, employee surveys, and organizational development. All positions are located in Dearborn, Michigan.

Applicants must be enrolled in an I/O doctoral program and have completed a Master's degree or be admitted to doctoral candidacy. Candidates should have experience in an area such as selection, construction of tests/surveys, statistical analysis and organizational/team development interventions. Familiarity with SPSS is preferred but not required. Foreign language skills, such as German, Spanish, or French are not required but would be a definite plus. Ford is an Equal Opportunity Employer committed to a culturally diverse workforce.

Please submit a cover letter and resume to: **Rick Smith, Ph.D., Ford Motor Company, Organizational Psychology & Development, World Headquarters - Room 307, Dearborn, MI 48121-1899. FAX: 313-845-5765.**

These internships are full time and last for six months, beginning in January or July. The deadline for completed applications is October 15 for the internship beginning in January, and April 15 for the internship beginning in July. Please send cover letter and resume to: **Anna Erickson, Ph.D., SBC Communications, Inc., 175 East Houston, Room 5-D-9, San Antonio, TX 78205.**

SOUTHWEST MISSOURI STATE UNIVERSITY invites applications for a tenure track position at the assistant professor level. Minimum qualifications: Doctorate or ABD in I/O Psychology or related field, evidence of effective teaching, research and scholarship, and a willingness to contribute to the I/O Masters program. Area of specialization is open. Preference given to applicants with interests that complement current faculty, in particular, those with interests in organizational psychology, ethnic issues, or occupational health. Teaching responsibilities include undergraduate and graduate courses and supervision of theses, practica and internships; opportunities exist to participate in an interdisciplinary African-American Studies Program. Research responsibilities include development of an active research program involving undergraduate and graduate students. Service responsibilities include involvement in departmental and university governance and participation in activities that contribute to the community and SMSU's public affairs mission. The anticipated starting date is August, 1996. Application review process will begin February 15, 1996 and continue until position is filled. Applicants should send a cover letter containing a brief statement of research and teaching interests, vita, graduate transcripts, recent publications/work in progress and three letters of reference to: *I/O Search* **Committee, Department of Psychology, Southwest Missouri State University, 901 S. National Ave., Springfield, MO 65804-0095. Contact Donald Fischer, (417) 836-4164; E-mail dlf560f@vma.smsu.edu. SMSU is** an AA/EEO employer.

PROJECT DIRECTOR/GRADUATE FACULTY POSITION ANNOUNCEMENT. The Center for Organizational and Behavioral Sciences of The Claremont Graduate School announces a search for a project director of a large six-year research grant. The grant is to evaluate a 20 million dollar statewide "Work & Health Initiative" which addresses the rapidly changing nature of work in California and its impact on the health and well-being of Californians. The project director will also have the opportunity to assume part-time doctoral and masters-level teaching and research supervision responsibilities in the area of organizational psychology, program evaluation, or human resource design. Opportunities also exist to work with students and

staff; talk with, write to, and make presentations to customers about technical questions and test validation research; write research proposals targeted at specific companies, carry out multiple research projects under specified deadlines; determine research designs; collect, manage, and analyze data; write and publish technical reports for a business and professional audience; tell us how well you know ACCESS, SAS and BILOG.

Master's degree in measurement, psychology, statistics, or a related field is required. Have at least two years of test research experience. New Ph.D.'s or ABD candidates are welcome. **MUST HAVE strong statistical background, good understanding of classical test theory and item response theory, mastery of standard computerized data analyses procedures, ability to carry out multiple projects with specified deadlines, ability to write well, evidence of productivity and hard work, and availability for some travel.** Your cover letter must address each of these essential requirements; in fact, this cover letter should be a 2-page writing sample demonstrating your writing skills in technical and nontechnical matters. Calculus and computer programming skills are preferred but not required.

We offer a very competitive salary, excellent benefits, attractive far north suburban community of Chicago. Specify your expected salary, date available for work, and present unofficial copies of course transcripts with your vita and cover letter by FAX 708-680-9492 or mail to **Human Resources, Dept. T1, Wonderlic Personnel Test, Inc., 1509 N. Milwaukee Avenue, Libertyville, IL 60048.**

HUMAN RESOURCES RESEARCH INTERNSHIP. SBC Communications, Inc. (formerly Southwestern Bell Corporation) is currently accepting applications for pre-doctoral I/O Psychology internships in Human Resources Research & Planning.

The internship program gives students with a solid I/O background an opportunity to apply their training in a corporate environment. Interns work with two I/O Psychologists, independently, and with other Human Resource professionals on applied research and selection process development. The internship is designed to allow students to be responsible for entire projects from beginning to end. We also emphasize the importance of students completing the work needed for their degrees.

Qualified candidates should be advanced Ph.D. students (preferably 3rd or 4th year) in I/O psychology and should have completed a Master's degree or equivalent. Preference will be given to applicants with experience in job analysis, test development, and validation. Strong research, analytical, written and interpersonal communication skills are required. Experience in SAS is also desired.

colleagues in social, developmental, and cognitive psychology as well as management, public policy, information sciences, and education. Candidates should have:

- A doctoral degree,
- solid project management experience,
- A demonstrable area of specialization in at least 2 of the following areas: I/O psychology, organizational change, strategic management, program evaluation, corporate health promotion/disease prevention, or information technology,
- good interpersonal, leadership, and consulting skills.

The Center for Organizational and Behavioral Sciences is committed to applying psychology to the prevention and amelioration of social and organizational problems, and to developing and evaluating programs and policies which serve the public interest. As part of this commitment, the Center wishes to promote diversity in all aspects of its programs. Minority and women candidates are especially encouraged to apply for this position.

Evaluation of candidates will begin immediately, and continue until the position is filled. Interested candidates should send a vita, personal statement of their relevant skills and experiences, and samples of recent work (e.g., publications, research reports) to: **Dr. Stewart Donaldson, Chair, Work & Health Search Committee, Center for Organizational and Behavioral Sciences, The Claremont Graduate School, 123 E. Eighth Street, Claremont, California.**

ORGANIZATIONAL EFFECTIVENESS PRINCIPAL CONSULTANT. Headquartered in Atlanta, The Southern Company is an electric utility holding company and the parent of one of the nation's largest investor-owned electric utility groups. An immediate opportunity exists for a seasoned Human Resources professional who will provide consulting expertise in the design and implementation of OE products and services.

Working under the leadership of the Organizational Effectiveness and Staffing Director, primary responsibilities include managing the employee opinion survey and design and/or consultation on other surveys, assessment tools and selection instruments. Knowledge of principles of I/O psychology, applied organizational research methodology, legal and professional standards for psychological testing, univariate and multivariate statistics, mainframe and personal computer software capabilities, and individual and organizational behavior are required. Secondary responsibilities may include projects in other OE&S areas (i.e., workforce planning, organizational design/development, change management.)

Candidates are required to have a Master's degree in industrial/ organizational psychology or equivalent field, with considerable course work

in psychological measurement, statistical analysis, and employee assessment/selection. Candidates must have the ability to design surveys and selection tools, conduct reliability and validity research, and diagnose and assess problems. Strong skills in analysis, research, written and oral communications with excellent interpersonal skills are required.

We offer a competitive salary/benefits package and opportunity for career growth. For consideration, please direct your resume and cover letter to: **The Southern Company, 64 Perimeter Center East, BIN 176, Atlanta, GA 30346, Attn: MGP010596, Internet:http://www.southernco.com.** The Southern Company, An Equal Opportunity Employer.

INDUSTRIAL PSYCHOLOGY INTERNSHIP: Bell Atlantic Corporation is currently accepting applications for full-time internship positions in its Selection Research Department. Bell Atlantic is a leader in the telecommunications industry and offers interns the opportunity to obtain experience working in a fast-paced corporate environment. Internships begin at various times of the year, depending on project requirements, and last from 6 to 12 months. All positions are located in Arlington, Virginia.

Bell Atlantic's Selection Research Department is responsible for developing, validating, and assisting with the implementation of selection systems throughout the Corporation. Other projects have involved work on performance appraisal, test preparation courses, and survey development. Interns work on all phases of projects from conceptualization to implementation.

Qualified candidates should possess a Master's degree in I/O psychology or be ABD. Strong research, statistical, interpersonal, and written and oral communication skills are critical. Experience with SPSS/PC is desirable.

Interested applicants should send a resume, graduate transcript, writing sample, and desired start date to: **Jill K. Wheeler, Bell Atlantic Corporation, 1310 N. Court House Road, Upper Lobby, Arlington, VA 22201.**

THE PSYCHOLOGY DEPARTMENT AT WESTERN KENTUCKY UNIVERSITY is seeking your help in identifying viable candidates for a tenure-track position in the personnel area of Industrial/Organizational Psychology.

The teaching responsibilities will include the undergraduate I/O survey course, tests and measurements, and graduate courses primarily in the personnel area. The candidate will also have the opportunity to develop specialized graduate courses in areas such as compensation and performance appraisal. Research interests should be in the area of Industrial/Organizational Psychology although the area of specialization is open. An earned doctorate is

required. An active research program as well as a commitment to working on research with undergraduate and M.A. level graduate students are essential.

Please submit application materials including a resume, graduate transcripts, three letters of reference, copies of publications or manuscripts, evaluations or critiques of your teaching, plus any other materials you wish to include. Please send all these materials to: **Dr. John O'Connor, Department of Psychology, Psychology Search Committee, Western Kentucky University, Bowling Green, KY 42101, Phone (502) 745-4427, FAX (502) 745-6934.**

The Psychology Department has over 700 undergraduate majors and minors in psychology and gerontology and 60 full-time graduate students in M.A. level programs in clinical, school, experimental, and industrial with 32 full-time faculty.

Western Kentucky University, a school of 14,000 students, is located in Bowling Green (south central Kentucky) and is one hour north of Nashville, TN and two hours southwest of Louisville, KY. Bowling Green has a population of approximately 50,000 and is a growing, prosperous community. The south central Kentucky region offers a variety of outdoor activities, including camping, fishing, sailing, and horseback riding.

I/O INTERNSHIP: Johnson & Johnson Medical, Inc. (JJMI), one of the largest divisions of Johnson & Johnson, is looking for a summer intern in I/O Human Resources. Qualified applicants should be graduate students in I/O psychology, organization behavior, or other related fields. Summer projects will include: survey administration, data analysis, survey interpretations, and group facilitation for action planning; organization competency studies; reengineering of key HR processes (e.g., recruiting, performance management, etc.); and organization assessment, diagnosis, and implementation. The position is located in Arlington, Texas.

Previous experience working in industry is a must. Strong analytical, computer, and consulting skills are desirable. Ability to work in a fast paced and unstructured setting is critical. Interpersonal and group facilitation skills are highly desirable.

Interested applicants should send a cover letter, resume, and a letter of recommendation from a member of graduate faculty to: **Aubrey Strickstein, Ph.D., Director, Organization Planning & Development; Johnson & Johnson Medical, Inc., 2500 Arbrook Blvd., Arlington, TX 76014, for fax your resume to: 817.784.5400.**

EMPLOYEE SELECTION INTERNSHIP OPPORTUNITIES. GTE Telephone Operations is seeking candidates for two Employee Selection

internship positions to be located at GTE Telephone Operations Headquarters in Irving, TX. These positions will provide the opportunity to gain experience in a large organization and to become an active participant in a human resources team. The intern will assist test development professionals in planning and carrying out content and/or criterion related test development and validation projects, writing technical reports, and participating in other related projects.

Candidates should be advanced Ph.D. students in I/O psychology (3rd or 4th year) or have a Masters degree in I/O psychology. Training or experience in job analysis and employment test development and validation (e.g., structured interviews, competency tests, skills test, etc.) is required, including knowledge of current legal issues in employment testing. A solid background in psychometrics and related statistical techniques is essential, and experience with SAS, SPSS, or a similar statistical package is highly desirable. Candidates must be able to cooperate in team efforts, have solid organizational skills, and have strong interpersonal and communication skills.

These internships are full-time positions starting July 1996 and January 1997 with a duration of 6 months. Deadline for applications is April 1st. Interested individuals are invited to submit a resume, references, and a copy of graduate transcripts to: **Alberto J. Galue, Ph.D., GTE Telephone Operations, 700 Hidden Ridge, HQW01J38, Irving, TX 75038.**

DEVELOPMENT DIMENSIONS INTERNATIONAL (DDI) is a Pittsburgh based international human resource and organizational development management consulting firm serving major corporations worldwide. DDI specializes in the research and development of systems designed for organizational diagnosis and evaluation, assessment and selection, training, and performance management. In addition to seven regional offices in the United States, we maintain a network of offices and affiliates in 21 countries.

Since 1970, more than 16,000 organizations in 60 countries have used our programs to improve the performance and productivity of their employees. Our assessment and selection services encompass job analysis, behavior based interview guides, behavioral assessment for employment and promotion, and computer software systems that integrate assessment, and development technologies. A major application of our assessment involves selection and team design consulting for new plant startups and expansions; we have successfully completed close to 200 new plant startups around the world in a wide range of industries.

The growth of our assessment and selection technology group has created a need in our company for experienced I/O psychologists to assist with new plant startup selection and promotion systems, developmental assessment,

strengths in basic industry, distributors, and health care employers. If you are interested in this opportunity, please send a cover letter and resume to: **F. J. Tirrell, Ph.D., Tirrell Management, 10999 Metcalf, Suite 200, Overland Park, KS 66210 or call 1 (800) 367-7579.**

PERSONNEL DECISIONS INTERNATIONAL. (PDI), a premier human resources and management consulting firm, continues its 29-year tradition of growth and success! We now have more than 200 consulting psychologists, and offices in Minneapolis, Boston, Brussels, Chicago, Dallas, Denver, Detroit, Houston, London, New York, Paris, San Francisco, Singapore, Stockholm, Tampa, Tokyo, and Washington, D.C. We are a highly professional team, on the leading edge of our profession, focused on providing innovative, top-quality solutions to meet client needs. PDI serves organizations in both the public and private sectors; our clients range from Fortune 100 companies to small family businesses, in virtually all industry groups. We are interested in applicants who can meet the following descriptions.

CONSULTANTS AND SENIOR CONSULTANTS—We have, or will soon have, opportunities at most of our geographic locations for consultants to provide our clients with a broad range of services, including selection systems, psychological assessments, executive coaching, team building, and participation in management development programs. Qualified candidates will have a M.A. or Ph.D. in counseling, clinical or I/O psychology, with two to five years experience in an applied business setting; skills in assessment and test interpretation, counseling, coaching, and interviewing; excellent written and verbal communication skills; business development and client management capabilities; plus motivation and initiative.

PDI offers a competitive compensation package, relocation assistance, tremendous growth opportunities, and exciting work with leading global organizations.

To apply for these or future opportunities, please send a cover letter, resume, and geographic preference to: **Joanne Pfau, Vice President of Human Resources, Personnel Decisions International, 2000 Plaza VII Tower, 45 South 7th Street, Minneapolis, MN 55402.**

PDI is an equal opportunity employer committed to employing a team of diverse professionals. Individuals from all cultural backgrounds are encouraged to apply.

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research design, executive assessment, and product development. Our consultants also provide sale and marketing support to the field sales force.

These positions require an advance degree in I/O psychology, an in-depth understanding and working knowledge of assessment and testing methodology, and project management skills. Experience in multi-media computer applications preferable. Salary is commensurate with education and experience.

For confidential consideration, please forward your resume and salary requirements to: **Bernadette D. Kortze, DDI World Headquarters, 1225 Washington Pike, Bridgeville, PA 15017-2838. FAX (412) 220-2958.**
EEO Employer.

ORGANIZATIONAL DEVELOPMENT/BPR SPECIALIST: Star Mountain, Inc., an emerging human resource management and training firm, is seeking an exceptional individual for a Management Consultant position in the Performance Enhancement Division at corporate headquarters. Qualified candidates will have a M.S. or Ph.D. in I/O, Human Resources, OD/OB, MBA, or related discipline, and five or more years of OD, OB, management development, change management and training experience. Consultation experience (either internal or external) at the senior management level is required. Excellent intervention, facilitation, problem analysis, and representation skills are required. Responsibilities will include participation in a wide variety of consulting projects and services related to Organization Development, Business Process Reengineering, Strategic Planning, Executive Assessment and Coaching, Performance Measurement and Enhancement, Team Transformation Intervention, and Conflict Resolution. Star Mountain, Inc. offers a competitive compensation package, relocation assistance, tremendous growth opportunities, and exciting work with a variety of government and commercial clients.

Send letter of interest with salary history and resume to: **Irene Byrne, Human Resources Division, Star Mountain, Inc., 3601 Eisenhower Avenue, Suite 450, Alexandria, VA 22304, or fax same information to:** (703) 960-7009.

Star Mountain, Inc. is an equal opportunity employer committed to employing a team of diverse individuals. Individuals from all cultural backgrounds are encouraged to apply.

CONSULTANTS AND TRAINERS: Part-time and intermittent consultants and trainers are needed to provide management training and development. Some travel may be required and the applicant may be located anywhere in the continental United States. Tirrell Management provides training and consultation nationally to industry and government with particular

Call for Papers: The Kenneth E. Clark Research Award

The Center for Creative Leadership is sponsoring the **Kenneth E. Clark Research Award**, an annual competition to recognize outstanding unpublished papers on leadership by undergraduate and graduate students. The award is named in honor of the distinguished scholar and former Chief Executive Officer of the Center.

The first place award will include a prize of $1,500 and a trip to the Center to present the paper in a colloquium. The Center also will assist the author in publishing the work in *The Leadership Quarterly Journal*. Additionally, a prize of $750 will be awarded for a paper judged as deserving honorable mention status.

Submissions may be either empirically or conceptually based. Non-traditional and multi-disciplinary approaches to leadership research are welcomed. The theme for the 1996 award is "The Dynamics and Context of Leadership," which includes issues such as: (a) leadership during times of rapid change, (b) leadership for quality organizations, (c) leadership in team settings, (d) cross-cultural issues in leadership, (e) meta-studies or comparative studies of leadership models, (f) other innovative or unexplored perspectives of leadership.

Submissions will be judged by the following criteria: (1) The degree to which the paper addresses issues and trends that are significant to the study of leadership; (2) The extent to which the paper shows consideration of the relevant theoretical and empirical literature; (3) The degree to which the paper develops implications for research into the dynamics and context of leadership; (4) The extent to which the paper makes a conceptual or empirical contribution; (5) The implications of the research for application to leadership identification and development. Papers will be reviewed anonymously by a panel of researchers from the Center.

Papers may be authored and submitted only by graduate or undergraduate students. Center staff and submissions to other Center awards are ineligible. Entrants must provide a letter from a faculty member certifying that the paper was written by a student or students, and is an unpublished work. Entrants should submit four copies of an article-length paper. Electronic submissions

will not be accepted. The name of the author(s) should appear only on the title page of the paper. The title page should also show the authors' affiliations, mailing addresses and telephone numbers.

Papers are limited to 30 double-spaced pages, including title page, abstract, tables, figures, notes, and references. Papers should be prepared according to current edition of the *Publication Manual of the American Psychological Association.*

In the absence of a paper deemed deserving of the award, the award may be withheld. **Entries (accompanied by faculty letters) must be received by August 30, 1996.** Winning papers will be announced by October 31, 1996. Entries should be submitted to: **Dr. Walter Tornow, Vice President, Research and Publication, Center for Creative Leadership, One Leadership Place, P.O. Box 26300, Greensboro, NC 27438-6300.**

Multivariate Behavioral Research
New Editor: Roger Millsap

Multivariate Behavioral Research invites submissions of substantive, methodological, or theoretical articles in all areas of the behavioral and social sciences. Substantive articles report on applications of multivariate research methods in these sciences. Methodological articles present new developments in statistical methods, or address methodological issues in current research. Methodological articles may also serve didactic purposes, illustrating the use of multivariate research methods for a wide research audience. Theoretical articles provide research syntheses by integrating the findings of different studies within a specific area. Alternatively, theoretical articles may present multivariate solutions to current research problems in the behavioral or social sciences.

As of January 1, 1996, **Roger Millsap** has become the Editor of Multivariate Behavioral Research. Manuscripts to be considered for publication in the journal should be sent to Roger E. Millsap, Editor MBR, Department of Psychology, Baruch College-CUNY, 17 Lexington Avenue, New York, NY 10010. Authors should consult the instructions for preparing manuscripts in any issue of the journal. Subscription information can be obtained from Lawrence Erlbaum Associates, Inc., 10 Industrial Avenue, Mahwah, NJ 07430-2262. Information is also available through Lawrence Erlbaum Associates' web site at http://www.erlbaum.com.

SOCIETY FOR HUMAN RESOURCE MANAGEMENT FOUNDATION
Request for Proposal
The Changing Workplace: From Jobs to Work

The Society for Human Resource Management Foundation is soliciting proposals for research on the Changing Nature of the Workplace, especially investigations into the implications of new definitions of work for individuals, organizations, and society. This issue continues to occupy a high priority on the Foundation's Research Agenda. An enthusiastic response last year to this subject prompts the Foundation to call for additional research on this topic.

New developments in technology, global economics, and the ever-intensifying pursuit of efficiency have forever altered our organizations, our careers, and our life-styles. Fewer full-time jobs, the end of lifelong careers, and the growth of knowledge as a commodity all demand that we rethink the fundamentals of work. Organizations are beginning to recognize that "jobs" are a 19th century creation, and that the future focus will be not on a fixed bundle of tasks, but on constantly changing work, requiring individuals with the requisite competencies to fulfill the ever-broadening, ever-increasing demands of customers.

Organizations are fundamentally changing to use "de-jobbed" workers successfully: policies, structures, management styles, compensation practices—everything may need to be rethought. Some organizations—newer ones in very fast moving industries—have begun this task, but too many organizations are blindly sailing toward the iceberg.

Because society has depended on "the job" to take care of individual needs for income, affiliation, health care, retirement security, status, and structure, the end of jobs represents a profound social crisis.

The Foundation is soliciting proposals from scholars with the capabilities of investigating the emergence of these phenomena, as well as ascertaining potential organization responses, especially the implications for the human resource function. A variety of methodological approaches are encouraged, including but not limited to case studies, surveys, and field experiments.

If you have an interest in conducting research in this area, please contact the SHRM Foundation to obtain details on how to apply for a Foundation grant.

Please contact: Edward H. Lyons
SHRM Foundation
606 North Washington Street
Alexandria, VA 22314
703-548-3440

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CALL FOR PAPERS

The Training Research Journal is continuing to accept inter-disciplinary manuscripts on training theory and training research. Manuscripts are now being solicited for the third volume to be due out in late summer of 1997. The first two volumes have featured work by noted training and instructional researchers such as Robert Gagne, Kevin Ford, Beryl Hesketh, Kurt Kraiger, Eduardo Salas, Janis Cannon-Bowers, Miguel Quinones, David Jonassen, and Marty Tessmer. Potential authors should adopt an inter-disciplinary approach to their presentations, as the Training Research Journal attempts to integrate work from multiple scholarly fields associated with training. For example, in the first two volumes, work has published on an integrated model of instructional design, an approach to errors training, research on transfer and opportunity to perform, the formative evaluation of multimedia, the role of situational awareness in training for shared mental models, decision-making training, and a new typology of learning outcomes. Inquiries about submissions or subscriptions may be sent to Kurt Kraiger, Editor, Training Research Journal; Department of Psychology, Box 173; University of Colorado at Denver; PO Box 173364; Denver, CO 80217

CALL FOR PARTICIPATION
HCI International '97

7th International Conference on Human-Computer Interaction jointly with 13th Symposium on Human Interface (Japan)
August 24-29, 1997
San Francisco, California USA

HCI International '97 is being organized in cooperation with eleven leading international organizations. The Conference objective is to provide an international forum for the dissemination and exchange of scientific information on theoretical, generic and applied areas of human computer interaction including ergonomics and health aspects of work with computers, human interface and management of information, human-computer interaction, case studies and application. The General Chair of the Conference is Gavriel Salvendy, and the Program Chair is Michael J. Smith. Conference information for exhibitions, tutorials, paper and poster presentations are included in the Call for Participation which may be obtained from: http://palette.ecn.purdue.edu/~salvendy/hci97/ or Kim Gilbert, HCI International '97 Conference Administrator, School of Industrial Engineering, Purdue University, 1287 Grissom Hall, West Lafayette, IN 47907-1287; FAX: 317-494-0874; Email: kgilbert@ecn.purdue.edu

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The Australian Psychological Society's 31st Annual Conference

25 - 29 September 1996
The Wentworth Hotel, Sydney, Australia
Call for Submissions deadline: Friday 12 April 1996.
Call for Submissions available on APS Home Page -
http://www.bhs.mq.edu.au/aps//

Further Information: Conference Coordinator
The Australian Psychological Society Ltd
National Office
PO Box 126
CARLTON SOUTH VIC AUSTRALIA 3053
Ph: 61 3 9663 6166 or 1800 333 497
Fax: 61 3 9663 6177
E-mail address:
MHS or Compuserve Users: CHERRY@APS-NHO
Internet Users: CHERRY@APS-NHO.MHS.COMPUSBRVE.COM

ANNOUNCING THE SECOND ANNUAL HR/OB JUNIOR FACULTY CONSORTIUM

Due to the success of the initial combination HR/OB Junior Faculty Consortium held in Vancouver, the divisions will again join forces to host a consortium for junior faculty at the 1996 Academy Meetings in Cincinnati.

The consortium, which will focus on career issues relevant to being an assistant professor, will begin on Saturday morning (10:00 am), and run through Sunday noon.

Senior faculty participants for this year include Maureen Ambrose (University of Colorado, Boulder), Jerald Greenberg (Ohio State University), John Hollenbeck (Michigan State University), Dan Ilgen (Michigan State University), Tim Judge (University of Iowa), Bob Liden (University of Illinois at Chicago), Joe Martocchio (University of Illinois at Champaign), Dianna Stone (SUNY Albany), Lois Tetrick (University of Houston), Phyllis Tharenou (Monash University Australia), and Patrick Wright (Texas A&M University).

In order to qualify to attend, a person must hold pretenure status, be a member of either division, and register in advance. If you are interested in attending, please send a current vita, a short biographical sketch of yourself, a one paragraph description of your current research interests, a one paragraph description of the issues and topics you would like to see receive attention during the consortium, and a check for $30.00 (US - payable to the Academy of Management) to Sandy J. Wayne at the address listed below.

International Journal of Cognitive Ergonomics Call for Papers

The objective of the new quarterly International Journal of Cognitive Ergonomics is to publish articles in cognitive ergonomics as it relates to the analysis, design and operation of cognitive activities. The Journal welcomes submissions of original laboratory and field experimentation, case studies and thorough review and reappraisal articles on selected cognitive ergonomics areas. The Journal is published by Lawrence Erlbaum and Associates with a distinguished international editorial board of 36 members from 17 countries. You are cordially invited to submit a Paper to the Journal. Information about the Journal and instructions for submitting papers are posted at: http://palette.ecn.purdue.edu/heats/~conf/ijce.html or may be obtained from the editors to whom manuscripts may be submitted. Please address all inquiries and send manuscripts to:

Richard Koubek or Gavriel Salvendy, Editors
International Journal of Cognitive Ergonomics
School of Industrial Engineering
Purdue University
1287 Grissom Hall
West Lafayette, IN 47907-1287
Phone: 317-494-6522
Fax: 317-494-1299
Email: koubek@ecn.purdue.edu

Industrial and Organisational Psychology Conference

27-29 June 1997
Melbourne Hilton on the Park, Victoria, Australia
Call for Submissions deadline: Monday 11 November 1996
Further Information: Conference Co-ordinator
The Australian Psychological Society Ltd
National Office
PO Box 126
CARLTON SOUTH VIC AUSTRALIA 3053
Ph: 61 3 9663 6166 or 1800 333 497
Fax: 61 3 9663 6177
E-mail address:
MHS or Compuserve Users: CHERRY@APS-NHO
Internet Users: CHERRY@APS-NHO.MHS.COMPUSBRVE.COM

If you have any questions feel free to contact any of the coordinators:

Gary Johns
Department of Management
Concordia University
1455 de Maisonneuve Blvd. West
Montreal, Quebec
Canada H3G 1M8
(514) 848-2914
garyj@vax2.concordia.ca

Micki Kacmar
Department of Management
Florida State University
Tallahassee, FL 32306-1042
(904) 644-7881
mkacmar@garnet.acns.fsu.edu

Sandy Wayne
Department of Management (M/C 240)
University of Illinois at Chicago
601 South Morgan Street
Chicago, IL 60607-7122
(312) 996-2799
sjwayne@uic.edu

New Editor Sought for New *Contemporary Psychology*

The Publications and Communications (P&C) Board has opened nominations for the editorship of *Contemporary Psychology* for the years 1999-2004. John H. Harvey, PhD, is the incumbent editor.

Beginning with the new editorship the P&C Board intends to increase the timeliness of reviews and to implement a new, more selective coverage policy, indicated in the following statement:

Contemporary Psychology is a journal of review and evaluation. Although it is sustained by a varied intellectual diet, its main staple is ideas as they are reflected in books. Not all books nourish the review process but books that provoke thought about the broad arena of psychology, monographs that integrate new empirical work, works that enhance clinical practice, treatises that are likely to influence public thinking, and textbooks that will be used in colleges and universities are grist for the evaluative process.

Contemporary Psychology endeavors to provide a meaty fare of sophisticated, even opinionated and controversial reviews that emphasize evaluation rather than mere précis and summary. (As protection against occasional gross bias, there may be competing reviews and occasional responses.) Often a book will serve as a springboard for weighing competing positions. Just as often it will plumb the full depth and implications of an idea. In each assessment, the reviewer will be encouraged to bring the full panoply of scholarship into play.

Beyond reviewing individual books and groups of related books, *Contemporary Psychology* will provide occasional essays on the "state of the media" in psychology, including comment on new information technologies (Internet and the World Wide Web, for example) and new production modes for books and journals (electronic journals, for example).

In sum, *Contemporary Psychology* endeavors to take psychological ideas seriously and to provide a forum in which they can be examined with spice, wit, and intelligence.'

Candidates should be members of APA and should be available to work with the P&C Board on developing new procedures in 1997. The successful candidate will start receiving books on January 1, 1998. Please note that the P&C Board encourages participation by members of underrepresented groups in the publication process and would particularly welcome such nominees.

To nominate candidates, prepare a statement of one page or less in support of each candidate and send to:

Donna M. Gelfand, PhD, Search Committee Chair
c/o Lee Cron, P&C Board Search Liaison
Room 2004
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242

Members of the search committee are Norman Abeles, PhD; Joe L. Martinez, Jr., PhD; Richard M. Suinn, PhD; and Judith P. Worell, PhD.
First review of nominations will begin June 1, 1996.

Announcement

It's Time To Link People Strategies with Business Strategies, and...

HRStrategies

to

Aon Consulting

We're much more than a new name. We're a new force in human resources and organizational consulting.

Aon Consulting is the unparalleled combination of three leading firms—HRStrategies, Godwins Booke & Dickenson, and Pecos River Learning Centers. We offer integrated, leading edge HR and organizational consulting services focused on bottom-line payoff. With offices around the globe and over 2000 professionals, we're a world leader in human resources, employee benefits, compensation, and change management consulting.

Aon Consulting...a member of the Aon Corporation family, one of the world's largest business and financial services firms.

It's time for *Aon Consulting*.

In Times of Transition the Right Strategy Demands...

Vision...Practice...Results

Vision comes from creative people; practical solutions from experience. Our business...enhancing HR's contribution to the bottom line.

Change Management

Organizational Assessment

Job Design and Competency Modeling

Workforce Recruitment and Selection

Compensation and Reward Systems

Benefits Design and Management

Workforce Assessment and Development

HR Compliance and Risk Management

"Linking people strategies with business strategies"

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The Industrial-Organizational Psychologist (TIP) is the official newsletter of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association. TIP is distributed four times a year to more than 3500 Society members; the Society's Annual Convention Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional-practitioners in the field. In addition, TIP is distributed to foreign affiliates, graduate students, leaders of the American Psychological Association, and individual and institutional subscribers. Current circulation is 4600 copies per issue.

Advertising may be purchased in TIP and the Annual Convention Program in units as large as two pages and as small as a half-page spread. In addition, "Position Available" ads can be obtained in TIP at a charge of $75.00 for less than 200 words, and $90 for less than 300 words. For information or placement of ads, contact: SIOP Administrative Office, 745 Haskins Rd., Suite A, P.O. Box 87, Bowling Green, OH 43402.

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PUBLISHING INFORMATION

SCHEDULE

TIP is published four times a year: July, October, January, April. Respective closing dates are May 15, August 15, November 15, and February 15. The Annual Convention Program is published in March. The closing date is January 15th.

DESIGN AND APPEARANCE

5-1/2" x 8-1/2" booklet, printed by offset on enamel stock. Type is 10 point English Times Roman.

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SIOP Administrative Office
Lee Hakel
745 Haskins Rd., Suite A
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The Industrial-Organizational Psychologist
Michael D. Coovert, Editor
Dept. of Psychology, BEH 339
University of South Florida
4202 E. Fowler Avenue
Tampa, Florida 33620-8200